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REPORT
ON THE
STATE AND PROGRESS OF EDUCATION
IN THE
CENTRAL PROVINCES AND BERAR
FOR THE YEAR
1913-14



Agpur

PRINTED AT THE GOVERNMENT PRESS

1914

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FOR THE YEAR

1913-14

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Central Provinces Administration

EDUCATION DEPARTMENT

Nagpur, the 12th December 1914.

READ—

Letter No. 6517, dated the 5th October 1914, from the Director of Public Instruction, Central Provinces, forwarding the Report on the state and progress of Education in the Central Provinces and Berar for the year 1913-14.

READ ALSO—

The Circle and District Reports.

RESOLUTION.

The activities of the Education Department during the year 1913-14 were specially devoted to the development of projects in all branches of instruction which owe their initiation to the grants made by the Government of India for the improvement of education. In the Administration's Resolution No. 840—II-6-60, dated the 10th August 1914, an account was given of the purposes to which these various grants have been, or are proposed to be, allotted, and the advance achieved in the programme which is being financed from this source was set forth. In the present review it is unnecessary to recur to this subject, but the succinct and interesting report which Mr. Mayhew has written further exhibits the progress that is being made in the preparation and elaboration of important schemes which will mature in the current and succeeding years.

2. The demand for boys' education in all stages continues to be keen in most parts of the Provinces, and more particularly in Berar, and the consequent press on space in school buildings and the ever-increasing demand for trained teachers, especially in the primary and middle departments, present problems which require constant attention. Large sums from the Government of India grants have been allotted for educational buildings, and the Chief Commissioner desires to take this opportunity to emphasise the importance of exercising foresight in the selection of sites and the adoption of designs for new schools of the higher grades, so as to allow for further extension both for class rooms and hostels. In the course of his tours, Sir Benjamin Robertson has seen some schools in which, though they were practically new, the accommodation was barely sufficient for immediate requirements, while they were so placed and designed that any extension must involve the erection of separate buildings. In the interests of economy it should be borne in mind that the construction of new premises must almost always involve a considerably greater cost than an addition to existing buildings.

3. There has been a substantial increase in the number of primary schools and of pupils under instruction. The number of new schools opened during the year is in accordance with the anticipated rate of development, but the remarks of the Director of Public Instruction justify the inference that there has not been a commensurate improvement in the quality of the instruction. The shortage in the supply of competent candidates for the post of teacher is still a serious obstacle to rapid expansion, but the Chief Commissioner trusts that the measures that have recently been taken to meet the deficiency will be attended with good results. At the close of the year the prospects of certificated teachers in District Council schools were substantially improved by the introduction of a pension

scheme and by the raising of the minimum pay to Rs. 11. At the same time arrangements are being made for the better training of teachers; it is intended to open additional Normal Schools, and the scheme of instruction in these institutions is being revised, while the classes started for the retraining of teachers should keep the personnel efficient and interested in their work. The subordinate inspecting agency has also been increased to keep pace with the expansion in the number of schools

4. The demand for Secondary education, which has been the subject of remark on previous occasions, continued to be in excess of the available accommodation. The financial limitations to Government enterprise are, however, beginning to be realised, and it may be hoped that with the growth of enlightened public opinion, funds will be forthcoming from private sources which will facilitate the establishment of institutions which, with the aid of contributions from Government, will be really efficient and will be able to supplement the educational organization of the Province so as to meet the growing needs in this direction. The scheme for the improvement of the pay and prospects of the members of the Subordinate Educational Service, which was brought into force at the beginning of the current year, offers substantial benefits which should attract eligible candidates for masterships in greater numbers than hitherto. The importance of physical training in Secondary Schools is now widely recognised, and the provision of play-grounds is regarded as a necessary part of the equipment of a school. The Chief Commissioner is gratified to observe from the report that progress in this respect has been well maintained and that, thanks to the zeal of the Inspectors which has infected pupils and staff, the important qualities of *esprit de corps* and self-control are being fostered in these schools by the encouragement of organised games and athletics.

5. The need for greater provision for Collegiate education has been felt for some time, and in this connection the announcement that it was proposed to establish an autonomous University for these Provinces has given wide-spread satisfaction and has evoked extensive interest and discussion. A representative committee is now engaged upon the preparation of a scheme for the University, and the results of its deliberations are awaited. The scholastic performances of the Arts Colleges during the year were satisfactory, and it is encouraging to learn that the advantages of a corporate academic life in college hostels are coming to be more fully appreciated. The desirability of including in the educational courses of the Provinces opportunities for technical instruction on practical lines has been met by the establishment of an Engineering School at Nagpur which is now commencing work. The institution of scholarships to enable the sons of cultivators to prosecute their studies at a High School and subsequently in the Agricultural College is another measure of reform which should encourage the study of scientific agriculture. Progress has been made with the equipment of High Schools with well-found laboratories, thereby furnishing an opportunity for the study of Natural Science and providing students with the means of adding a practical training to their purely literary studies.

6. Although the number of Girls schools remains the same there has been an increase in the number of pupils. A noteworthy feature in the development of female education in these Provinces is the progress of the Amraoti Girls High School. The establishment of this institution is creditable to the enlightened opinion of Berar and its development will be watched with interest. The progress of female education must depend at present on there being a sufficient supply of trained teachers, capable of winning the confidence of the people among whom they work, and the development of Normal Schools for Women is being examined in relation to this question. The inspecting agency of the Girls schools has been strengthened considerably during the year by the addition of an Inspectress and two Assistant Inspectresses, and the charge of the Girls schools of the Province has been divided into two Inspectresses' charges with an Inspectress and two Assistant Inspectresses in each.

7. The departure of Mr Wright on sick leave during the year, at a period when the numerous schemes for educational development were being matured under his able guidance, entailed a serious loss on the Department, and Sir

Benjamin Robertson desires to place on record his appreciation of the competent manner in which Mr. Kilroe, Assistant Director, carried on the arduous duties that temporarily devolved upon him, and he also wishes to congratulate Mr. Mayhew upon the success he has achieved since assuming charge of the Directorship towards the close of the year.

ORDER—Ordered that a copy of this Resolution be submitted to the Government of India, Department of Education; also that a copy be forwarded to the Director of Public Instruction, Central Provinces, for information and guidance, and that it be published in the *Central Provinces Gazette*.

A. BLENNERHASSETT,

Chief Secretary to the Chief Commissioner,

Central Provinces.

INDEX.

Serial No.	Subject.	Paragraph.
1	Administration ...	2—6
2	General Remarks ...	7—9
3	University ...	10
4	Collegiate Education ...	11—16
5	Secondary Education—Boys ...	17—24
6	Vernacular Middle Schools—Boys ...	25
7	Primary Education—Boys ...	26—29
8	Training of Teachers ...	30—32
9	Technical and Special Education ...	33—36
10	Female Education ...	37—41
11	European Education ...	42—45
12	Muhammadan Education ...	46
13	Aborigines and backward classes ...	47 & 48
14	Feudatory States ...	49
15	Physical and Moral Training ...	50—53
16	Text-Book Committee ...	54
17	Students' Advisory Committee ...	55

FROM

THE HON'BLE MR. A. I. MAYHEW, B. A.,

OFFG. DIRECTOR OF PUBLIC INSTRUCTION,

Central Provinces,

TO

THE SECRETARY TO THE HON'BLE THE CHIEF COMMISSIONER,

EDUCATION DEPARTMENT,

Central Provinces.

Nagpur, the 5th October 1914.

SIR,

I have the honour to submit the Annual Report on the state and progress of Education in the Central Provinces and Berar for the year 1913-14

2. Mr. Wright, Director of Public Instruction, was compelled by the state of his health to take leave in the middle of November 1913. For three months Mr Kilroe, Assistant Director of Public Instruction, officiated as head of the Department. I assumed control on February 20, 1914 on which date Mr. Kilroe reverted to his permanent post. The Department suffered a great loss through being deprived so suddenly of Mr. Wright's administrative skill and experience at a time when many important schemes were being considered and initiated. Administration.

Mr. Kilroe had no Assistant Director during the three months of his administration. I am in a position to appreciate the manner in which he performed single-handed his arduous duties and the special help that he has been able to give me at the outset of my work. But delay in the development of some of the larger schemes has been inevitable. The ordinary work of the Department has proceeded smoothly and without disturbance.

3. During the year the Department lost the services of Miss Lima, Assistant Inspectress of Schools, who died after eight years of valuable work.

4. The following additional posts were sanctioned during the year:—

Indian Educational Service.

Inspector of European Schools and Science.

Two Head Masters of High Schools.

A second Inspectress of Schools

The appointment of the first-named officer, which has been rendered possible by the allotment of a portion of the 1913-14 Government of India grants, will relieve the Assistant Director of Public Instruction, who has hitherto been responsible also for the inspection of European Schools, and will have a marked effect on practical laboratory work in Secondary Schools.

Provincial Educational Service.

Two additional Assistant Inspectresses of Schools.

All the Assistant Inspectresses and the two Lady Superintendents of Female Normal Schools for women have been placed together in one cadre.

5. The new posts of Inspectress and Assistant Inspectresses were filled during the year. Miss Chamier, the new Inspectress of Schools, has had experience of administrative work as Assistant Inspectress of Schools under

the Bengal Government. Mr. Cheshire joined the Department in an Indian Educational Service post created in the previous year and was deputed to the Morris College.

6. The services of Mr. Jones were placed at the disposal of the North-West Frontier Province, where he officiated as Director of Public Instruction for 6½ months at the beginning of the year. At the close of the year he was placed on special duty in my office. During these periods Mr. Tostevin acted as Principal of the Morris College. Mr. Sells was deputed for brief periods to take part in conferences relating to the proposed Chiefs' College at Delhi.

General Remarks.

7. The year's figures show an increase of 333 schools and 28,314 scholars. The increase was most marked in boys' primary education, where it was rendered possible by the application of Government of India grants. The percentage of total number of male and female scholars to total population of school-going age rose from 14.85 to 16.21. The percentage ranges from 24 in Amraoti to 8 in Betul District. Throughout Berar the demand for boys' education in all stages is most marked, but I have been much impressed by the intense zeal for all branches of education displayed by various classes of the community throughout the Province. The present rate of increase could be increased greatly if sufficient funds and teachers were available. It is often forgotten that even where funds are available the supply of satisfactory teachers is not always immediately possible.

8. The practical interest taken both by officials and non-officials is also most marked and fruitful. The services rendered by District Officers deserve special mention. There are many Deputy Commissioners who by example and precept are stimulating not only teachers and pupils but also all their subordinate officers and influential private residents to help forward the cause of education. The relations of officers of this Department to District Officers are friendly and conducive to good results.

9. The total expenditure on education rose from Rs. 36,58,881 to Rs. 39,80,802. The total expenditure from Government of India grants was Rs. 4,61,369. During the year additional recurring grants amounting to Rs. 2,69,000 were received from the Government of India and arrangements made for their allotment under various heads. It was not possible to spend during the year the whole of the amount available for the year, but the balance is being devoted to non-recurring expenditure. Full details regarding the expenditure of these and previous grants have been given in a recently published Resolution of the Local Administration, and references to the allotments of the 1913-14 grants will be found under various heads of this report.

University.

10. The Government of India in 1913 drew attention to the necessity of limiting the area of jurisdiction of existing Universities by securing a separate University for each of the larger provinces, and announced their intention of establishing Universities in those provinces in which a demand has arisen for such institutions. In response to a widespread and earnest desire for autonomy in University matters in this Province, the Chief Commissioner, after ascertaining the trend of public opinion as to the form which the new University should take, has appointed a representative Committee to frame a scheme for the establishment of a University for the Central Provinces and Berar. It has been decided that the University shall be of a teaching type situated at Nagpur, with affiliated Colleges in other parts of the Province. The Committee, of which I am President, was finally constituted after the close of the year under review and is now engaged in its labours. Towards the close of the year under report, Mr. Jones was placed on special duty in my office for preliminary work in connection with the University, and he is now Secretary of the Committee.

Collegiate Education.

11. There was a further increase of 178 in the number of students undergoing Collegiate education. On all sides the inadequacy of the existing provision for University teaching in this Province has been admitted. It has been decided to establish a Government College at Amraoti, towards the building and equipment of which a sum of two lakhs is being provided from the King Edward Memorial Fund; but of this sum half a lakh is being specially

contributed by the Marwari community in Berar. A site has been selected and building plans are under consideration, but detailed proposals for the College have necessarily been delayed until the general outlines of the University in which it will eventually be incorporated have been determined. It is improbable that even the addition of this College will meet fully the growing needs of the whole Province. The matter is engaging the attention of the University Committee.

12. Good progress was made during the latter part of the year in the construction of new buildings for the Jubbulpore Arts College in a beautiful and healthy site, $3\frac{1}{2}$ miles outside the town. Over two lakhs, including Rs. 30,000 from Government of India grants, had been spent by the close of the year, and the ultimate cost, inclusive of residential quarters for the staff and hostel accommodation for 200 students, will be approximately seven lakhs. The work will be completed before the close of 1915.

13. The Morris College is to be taken under the direct control of Government, and the Memorial funds at present devoted to its upkeep will be expended on various educational objects, including the award of scholarships for University education. Necessary steps towards the accomplishment of this project were taken during the year and will, it is hoped, be completed shortly.

14. The staffs of various Colleges were strengthened during the year—the Morris College by the addition of an Indian Education Service Professor, the Hislop College by the addition of a European Professor of high academic standing, and the College of Science by the appointment of an additional Professor of Chemistry and Demonstrator. The strength of the College of Science increased from 43 to 72. Further progress was made in Laboratory equipment, but the construction of a building has been postponed pending the settlement of the University question. As in previous years, a special class was held for the training of Science teachers.

15. In the University examinations there was marked improvement in the B. Sc. results and no distinct falling off in any Arts or Science results, which were well up to the general level of the Allahabad University. In the B. A. and Intermediate examinations the percentage of passes exceeded the University percentage.

16. A steady advance continues to be made in the direction of a vigorous and many-sided academic life in all the Colleges. Hostel residence becomes increasingly popular, and the existing hostel accommodation is in some cases insufficient. It is hoped that the Muhammadans will take full advantage of the special hostel provided during the year for their community in the Morris College. The Principal of the Jubbulpore College has opened an employment bureau, which is intended to bring ex-students in search of employment into close touch with employers.

17. The number of pupils in the High section of Secondary Schools increased by 42, and one new High School was established under Municipal management at Burhanpur. In the Middle stage of Secondary education there was an increase of 401 pupils and 8 new Middle Schools were established, of which one was a Government School—Anglo-Urdu—and 6 were the result of Municipal enterprise. Secondary Education—Boys.

18. The demand for Secondary education continues to exceed the supply, and there would have been a much larger increase of pupils if it had not been necessary in some schools to restrict admission. Steps have already been taken during the current year, in view of the present demand, to open the fifth standard of the promised Government High Schools at Damoh, Betul and Khamgaon, and to add additional sections to certain other schools within the limits wisely imposed by the Local Administration in 1911. The provincialization of some of the District Anglo-Vernacular Schools is also being considered during the current year.

19. Hitherto one of the obstacles to rapid expansion of Secondary education has been the shortage in the number of graduate candidates for teacher's posts. Under the scheme elaborated during the year under review and

sanctioned at the beginning of the current year, the minimum salary of graduate teachers has been raised to Rs. 60, regular promotion on a time scale secured, and a generous supply of special posts on higher pay for selected men provided. The minimum pay of undergraduate teachers has been raised to Rs. 40 and corresponding improvement has been made in higher grades. It is anticipated that the result of this step will be a large increase in the number of eligible candidates. This reorganisation has been rendered possible by a substantial allotment from the 1913-14 Government of India recurring grant.

20. During the next few years there will be a considerable expansion of aided Secondary education. People are gradually coming to understand the financial limitations of Government enterprise. At the same time the necessity for supplementing grants and fees by private funds and for securing a contented and efficient staff on adequate salaries is being emphasised. In Berar the desire for English education has in many places led the residents to support English classes attached to the District Board Primary Schools. These classes have now been separated from Primary Schools and will become Aided Anglo-Vernacular Schools if necessary funds are forthcoming. In regard to Secondary education, Municipalities now enjoy all the benefits of the Grant-in-Aid Code. Their zeal for Secondary education is conspicuous, but care has to be taken to see that their new Secondary Schools are efficient and not detrimental to the interests of Vernacular education. Aided Secondary Schools, adequately financed and carefully inspected, will be a most valuable asset to the Province, but under other conditions they will become a source of evil. The need for increasing the Inspectorate, with particular reference to the development of aided schools, is receiving due consideration.

21. As stated in the last report a portion of the Government grant for Aided Anglo-Vernacular Schools has been set apart for the institution of a Provident Fund for teachers in these schools. During the year a scheme was drafted which met with the general approval of School Managers. It is hoped that the fund, the inception of which demands most careful and detailed consideration, will be started before the close of this year.

22. During the year, 5 buildings, 2 laboratories and 1 hostel for Government Secondary Schools were completed; 13 buildings and 1 laboratory were begun, and further progress made with 17 buildings, 1 laboratory and 3 hostels. From the 1913-14 Government of India grant a sum of Rs. 42,000 was allotted for the equipment of Government High Schools. From the special Government of India grant for Aided Anglo-Vernacular Schools over Rs. 13,000 was devoted to increasing the number of trained teachers, and grants were also made for equipment of these schools.

23. There was a large increase in the number of pupils who appeared for the Matriculation Examination of the Allahabad University 1914, and the percentage of passes rose from 39 to 42, which was also the University percentage.

24. Important changes were made during the year in the regulations for the award of Middle and High Schools Scholarships. Hitherto Middle School Scholarships have been awarded on the results of the old Primary examination, which was conducted as an annual examination in each Primary School by Deputy Inspectors. A public competitive examination called the Middle School Scholarship examination has now been instituted on the same lines as the High School Scholarship examination. Both examinations are now held solely for the award of scholarships. No certificates are issued and promotion from class to class is not determined by the results. But the winners of scholarships have prior claims to admission to Government Schools. No fees are charged for either examination. The age limit for the High School Scholarship has been reduced from 17 to 16.

ular Middle
-Boys.

25. There was a slight increase of 386 pupils in the Vernacular Middle stage. The policy of improving specially selected schools with the help of Government grants was continued. The future of these schools has not yet been determined and is now being considered in connection with the reorganisation of Normal Schools, for which they must supply students and from which

they must receive competent teachers. In order to make these schools more attractive, experimental hostels have been opened in some cases to which boys from Primary Schools and other villages have been drafted. Though some success has been attained, there are many obstacles to a wide extension of such hostels. At present there is but little demand in the villages for the prolongation of Vernacular education beyond the primary stage, except as a prelude to the teaching profession. But some Municipalities are maintaining strong Vernacular Schools side by side with Anglo-Vernacular Schools. This is encouraging, and it is probable that an extension of this policy would relieve the pressure of Anglo-Vernacular Schools and afford scope to ambitious pupils who lack either funds or ability for Secondary education.

26. There was an increase of 26,495 pupils under instruction. During the year a sum of over Rs. 58,000 was allotted from the 1913-14 Government of India grant for the opening of new Primary Schools and 259 schools were actually opened from this allotment. In regard to improvement of attendance, the influence of Deputy Commissioners and their subordinate officers is of paramount importance. In some districts where the Deputy Commissioner has shown a special interest, there has been a noticeable increase in attendance, but in all districts the Revenue Officers have been helpful. Primary Education—Boys.

27. Advance in Primary education should be estimated particularly with reference to the increase of pupils in higher classes of Primary Schools. It is satisfactory to note an increase of 3,422 pupils in the Upper Primary stage of instruction. But the increase in the number of students passing the Upper Primary examination is lamentably small, which indicates an absence of improvement in the quality of instruction. Frequent references are made in the annual reports of Deputy Commissioners and District Councils to the inferiority of Primary School instruction. The opinion is often expressed that further expansion should be delayed until better training and higher salaries have produced a more efficient staff of teachers. With training I deal below. In regard to pay and prospects of teachers, the pension scheme referred to in paragraph 15 of last year's report has been brought into force from the beginning of current year, the expenditure being met from the Government of India grants. It provides not only pension for all teachers on Rs. 11 and upwards in District Council Schools in the Central Provinces, but also for the raising of the pay of certificated teachers to the pensionable level. The elimination of all posts with salaries of less than Rs 8 will probably be the next step. It is realised that these are only preliminary measures in a vitally important programme.

28. The expansion of Primary education necessitates additions to the Subordinate Inspecting Agency. During the year five additional Deputy Inspectors were appointed, the cost being met by an allotment from the 1913-14 Government of India grant. The urgent demands made for extra help for Muhammadan Schools in Be. ar and for three districts of the Central Provinces are under consideration. Deputy Inspectors have been grouped with graduate teachers of Secondary Schools in the scheme alluded to in paragraph 19. The work of Deputy Inspectors has received in almost every case the warm approval of Deputy Commissioners and District Councils.

29. No money was allotted during the year from the Government of India grants for the construction of school buildings. But preliminary steps were taken for the allotment of a sum of 5 lakhs for this purpose at the beginning of the current year. Buildings were constructed for 107 schools, but there are still heavy arrears in the building programme. In this matter the needs of Municipalities seem to be even more urgent than those of District Councils. In large towns the construction of suitable buildings in healthy localities is often difficult and expensive, while on the other hand the hygienic evils of overcrowding are more marked. In the campaign against tuberculosis the provision of ample and well-ventilated buildings plays an important part.

30. The Training College at Jubbulpore continues to do excellent work. The examination results of the College and Model High Schools are most satisfactory, and teachers who have passed through the institution show unmistak- Training of teachers.

ably the beneficial results of their training. Mr. Spence's enthusiasm is evidently contagious. The much-needed expansion of the College work will be considered in connection with the University scheme.

31. The vexed question of the future of the Normal Schools could not be settled during the year under review. A scheme on the lines suggested by Mr. Wright is now being elaborated, and preliminary steps have already been taken in the building programme that the scheme will necessitate. The Re-Training Class at Jubbulpore referred to in the last report has been opened in July this year and, in addition to preparations for this class, further progress was made last year by the provision of similar accommodation for similar classes at Amraoti and Nagpur. The Practising Schools at Nagpur and Khandwa have been raised to the Vernacular Middle grade, and certain improvements in the Normal Schools staff have been effected by allotments from the Government of India grant. The enrolment of more students in the condemned Training Classes has been stopped with effect from the beginning of this year.

32. It is interesting to note that various missions engaged in educational work are seriously considering the establishment of central training institutions for their Primary School teachers.

**Technical and
Special Education.**

33. The buildings of the Engineering School referred to in the last report have been completed and include workshops, hostel, and Superintendent's quarters. The theoretical portion of the course is taken in the College of Science lecture rooms. The School could not be opened till July 1st in the current year. Preparations are on foot for attaching to it a class for motor chauffeurs and mechanics. A thoroughly competent Superintendent of Workshops has been secured. His experience in an important British motor-car factory will be most valuable for the motor class.

34. From the 1913-14 Government of India grant a sum of Rs. 4,000 was transferred to the Agricultural Department for the award of scholarships to sons of cultivators for study in High Schools and subsequently in the Agricultural College. The scheme is likely to be most fruitful in results.

35. Satisfactory progress continues in the Reformatory School at Jubbulpore.

36. The few Aided Industrial Schools require more efficient inspection and advice than can be given by this Department.

Female Education

37. There was no increase in the total number of institutions for Indian girls. But the number of pupils in these institutions increased from 17,653 to 18,524. In the strength of Anglo-Vernacular Schools there was no appreciable advance. Two candidates appeared for the Matriculation Examination and one passed. For the Girls' High School, Amraoti, the establishment of which was recorded in last year's report, the temporary services of an Assistant Inspectress, Miss Green, were obtained from the Government of the United Provinces. She established excellent relations with the School Committee, and by the end of the year the strength had risen to 26. Most of the pupils, however, were in the elementary stage of instruction. The hostel opened during the year will soon be full. There are many signs of growing interest in higher female education in Berar, and it will not be difficult to obtain pupils for the higher classes when we have secured for them competent teachers. The School Committee, which includes influential Indian ladies, is working hard on behalf of the institution, and with their help many difficult problems connected with the School will gradually be solved. A sum of Rs. 3,000 was allotted from the 1913-14 Government of India grant for the improvement of the School.

38. In the Vernacular Middle stage there was a slight increase in strength but no marked development. The Inspectresses believe that improvement in the staff of Vernacular Middle Schools will increase their popularity. In the Primary stage the strength has increased by 856. Four experimental aided schools were provincialised.

39. The increase in the female Inspecting Agency referred to in paragraph 4 will improve the quality of work in all schools. Of the two Inspectresses, one is now in charge of the Nagpur and Betar Divisions and of Chhindwara and Seoni Districts, while the other has the remaining districts of the Jabulpore and Nerbudda Divisions and the whole of the Chhattisgarh Division. Each Inspectress has two Assistant Inspectresses at her disposal. But neither in quantity nor in quality can there be much improvement until the supply of competent teachers, winning full local confidence, has been more adequately secured. The utilisation for this purpose of the unallotted portion of 1913-14 India grant set apart for female education is under consideration, but the question is not merely one of funds. The development of Normal Schools for women is being considered in relation to the supply of teachers. The School at Jabulpore and Amraoti are doing as well as can be expected in the existing circumstances. The shortage of suitable candidates for training is felt more keenly in the Marathi Districts than in the Hindi area.

40. The number of girls reading in boys' schools rose from 13,684 to 15,690 under the fostering influence of rewards to teachers in boys' schools who show enterprise in the enrolment of girls. This system is excellent in so far as it prepares the way for the establishment first of an aided school and later on of a Government Girls' School. Stricter regulations regarding the age of girls admitted to boys' schools will probably be required. The difficulty of getting aided schools started even where there are many girls reading in the local boys' schools is partly financial and partly due to a lack of confidence in the teachers of girls' schools.

41. The good work that is being done in many Mission Girls' Schools deserves record. In many cases careful supervision and careful education of teachers have produced creditable results.

42. One Primary School was closed during the year owing to poor attendance. There was an increase of about 100 in the average strength of Primary Schools and a slight falling-off in High and Middle Schools. Europe in Education.

43. The decrease in expenditure from Provincial Funds is due to the fact that a smaller amount was paid during the year as special grants for buildings and equipment. The increase in fee receipts is mainly under boarding charges. From the 1913-14 recurring grant from the Government of India a sum of Rs. 18,000 was set aside for European Schools, the total recurring grants from this source now amounting to Rs. 31,000. Proposals are under consideration for the use of an unallotted balance of about Rs. 10,000 from this amount. Part of the cost of the newly created post of Inspector of European Schools and Science has been debited to the 1913-14 grant. Further grants for buildings have been sanctioned from the 1½ lakhs non-recurring grant referred to in the last report, and proposals for the expenditure of a balance of about Rs. 74,000 are under consideration.

44. A Provident Fund for teachers has been opened in the Christ Church School, Jabulpore.

45. Of the many important problems relating to European Education which will engage the attention of the new Inspector of European Schools and Science perhaps the most urgent is that relating to the provision of education for children who are at present deprived of its benefits owing to poverty or residence in a schoolless area or owing to both these reasons. I hope to arrange for a census of such children and to be able to find funds necessary for solution of the problem. During 1913-14 provincial grants and scholarships on behalf of orphans and poor children amounted to Rs. 18,587, from which 182 children, 11 per cent of the total number enrolled, were helped. This year 223 applications have already been received, some of which have been rejected for want of funds. The financial position of some schools is unsatisfactory, and the question of raising the rates of fees in such schools requires thorough investigation.

46. There has been an increase of nearly 2,000 in the total number of Muhammadan pupils in all classes of schools. Under Collegiate education there has been a slight increase, but the absence of any marked advance in Secondary Muhammadan Education.

education is disappointing. In female education numerical progress has been made. From the 1913-14 Government of India recurring grants a sum of Rs. 10 000 was set apart for Muhammadan Schools, most of which was devoted to the construction of the Muhammadan High School Hostel at Amraoti.

Aborigines and
backward classes.

47. The statistics show an increase during the year of 9,000 pupils. The difficulty of classification destroys confidence in these statistics, but there can be no doubt that the demand for education among these classes is growing, particularly among the Gonds in Mandla District.

48. Proposals were made during the year by the Commissioner of Chhat-tisgarh Division for improving the educational position of the important Chamar communities in his Division, and experimental measures will accordingly be taken this year. In Berar there has been some advance in low-caste education.

Feudatory States.

49. There has been satisfactory increase in the number of schools and scholars, and Mr. Mitchell's report indicates laudable activity and enthusiasm on the part of the Feudatory Chiefs under the present system, which "throws the responsibility for education on the individual ruler and tends to identify them with and stimulate their zeal and interest in the educational progress of their States." The year's work of the Rajkumar College was satisfactory, and I was much impressed on my visit by the enthusiasm of Mr. Stow, his staff and pupils. A sum of Rs. 50,000 from a Government of India grant was allotted to the additional College buildings which are now under construction.

Physical and moral
training.

50. A scheme for more thorough medical inspection of schools is under consideration.

51. Progress in games continues to be most satisfactory, and particular attention is being paid to physical education by all Inspectors, whose enthusiasm has now infected the pupils and to some extent the staffs of Secondary Schools. Thanks to a generous allotment by the Government of India of 1½ lakhs for hygiene development, it will be possible to make ample provision for playing grounds for all Secondary Schools. Preparations for the expenditure of this sum were made during 1913-14 and a first instalment of grants sanctioned early in the current year.

52. Some Inspectors, ably backed by District Officers, have been encouraging with marked results the playing of foot-ball by Vernacular School boys, thus beginning a movement which may have a far-reaching effect on village life.

53. Here and there useful experiments are being tried under careful supervision in the direction of definite moral instruction and the formation of societies intended to direct the activities and enthusiasm of school boys into profitable channels. It is clearly understood that moral training is not merely or mainly a question of instruction and that virtue only grows out of virtuous acts.

Text-Book Com-
mittee.

54. 225 books were sanctioned for use during the year. 117 books were referred to a preliminary reader and 18 to the Text Book Committee, while 337 were disposed of by the Director of Public Instruction.

Students' Advisory
Committee.

55. The Committee continued to do useful work. 95 cases were dealt with in addition to general work. Mr. F. M. Cheshire, who before joining this Department was Assistant to the Educational Adviser of Indian Students in London, was appropriately appointed to the Committee. With the permission of the Local Administration he has been asked to advise Secretaries of other Provincial Committees in India.

I have the honour to be,

Sir,

Your most obedient Servant,

A. I. MAYHEW,

Director of Public Instruction, Central Provinces.

Abstract Return of Colleges, Schools and Scholars in the Central Provinces and Berar at the end of the official year 1913-14.
(FOR DETAILS SEE GENERAL TABLE III.)

NOTE.—For the purposes of columns 1, 2 and 3 the statistics of the Census of 1911 should be utilized, subject to the modifications enumerated below.

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A Municipality or a Cantonment, whatever its population, should be entered as a town.

† The population of school-going age is taken at 15 per cent of the whole population.

‡ The population of Native or Feudatory States and Political Agencies should not be shown except in the case of those Provinces where the schools of the States in question come under the supervision and control of the Education Department; and the foot-note should specify what addition or deduction is made in this respect.

For the purposes of columns 1, 2 and 3 the statistics of the Census of 1911 should be utilized, subject to the modifications enumerated below.

EDUCATION—GENERAL

Abstract Return of Expenditure on Public Instruction in t

		Total Direct Expenditure on Public Instruction.†							Total.
		Collegiate Education.		School Education, General.			School Education, Special.		
		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.		Training Schools.	All others Special Schools.	
					Upper.	Lower.			
1	2	3	4	5	6	7	8	9	
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions	For Males	1,96,231	50,313	9,59,565	10,66,186	1,50,157	82,483	40,629	25,45,56
	For Females	...	...	64,869	1,39,553	20,389	20,771	2,805	2,48,38
	Total	1,96,231	50,313	10,24,434	12,05,739	1,70,546	1,03,254	43,434	27,93,95
2. (a) Percentages* of Provincial Expenditure included in columns 2—18 to Total Provincial Expenditure on Public Instruction.		7'33	2'93	19'64	9'22	'97	7'47	2'25	49'7
(b) Percentages* of District Fund Expenditure included in columns 2—18 to Total District Fund Expenditure on Public Instruction.		...	...	14'02	52'15	7'45	...	...	73'7
(c) Percentages* of Municipal Expenditure included in columns 2—18 to Total Municipal Expenditure on Public Instruction.		...	...	30'94	42'96	1'61	...	'42	75'9
(d) Percentages of Total Expenditure in columns 2—18 to Total Expenditure on Public Instruction.		4'75	1'22	24'81	29'19	4'12	2'04	1'05	67'6
AVERAGE ANNUAL COST† OF EDUCATING EACH PUPIL IN.		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Institution.	Cost to Provincial Revenues.	233 11 3	599 12 0	15 4 8	7 8 3	5 7 1	204 0 8	338 1 4	20 5
	Cost to District and Municipal Funds.	...	...	0 0 1	0 0 1	...	...	...	0 0
	Total Cost	292 6 10	599 12 0	21 0 1	7 9 8	5 7 10	204 0 11	338 1 4	27 2
District Fund Schools	Cost to Provincial Revenues.	...	...	...	...	...	...	...	...
	Cost to District Funds	...	...	6 9 8	4 3 3	2 14 8	...	...	4 5
	Total Cost	...	...	6 9 8	4 3 3	2 14 8	...	...	4 5
Municipal Schools	Cost to Provincial Revenues.	...	...	...	...	...	...	...	...
	Cost to Municipal Funds...	...	...	15 13 7	5 14 5	4 3 2	...	...	7 15
	Total Cost	...	...	15 13 7	5 14 5	4 3 2	...	...	7 15
Institutions in Feudatory States.	Cost to Native State Revenues.	...	...	27 6 11	1 8 7	0 2 11	...	...	2 10
	Cost to District and Municipal Funds.	...	...	2 9 9	1 1 0	0 5 8	...	...	1 0
	Total Cost	...	...	31 4 0	2 12 4	2 4 10	...	...	4 2
Aided Institutions	Cost to Provincial Revenues.	55 3 1	31 0 1	16 14 4	3 11 1	0 6 3	...	66 8 2	8 6
	Cost to District and Municipal Funds.	...	...	0 7 11	0 15 7	1 12 3	...	6 10 8	1 1
	Total Cost	195 2 4	106 6 8	50 15 3	12 4 11	5 6 1	...	114 6 3	26 8
Unaided Institution	Total Cost	...	...	46 6 1	5 8 0	3 12 7	...	12 6 7	6 4
All Institutions	Cost to Provincial Revenues.	118 10 8	213 9 8	4 14 5	0 8 2	0 4 2	204 0 8	80 4 1	1 14
	Cost to District and Municipal Funds.	...	...	5 12 1	3 9 5	2 2 11	...	6 10 8	3 11
	Total Cost	229 12 5	264 12 10	18 7 11	4 13 9	3 5 7	204 0 11	112 15 1	7 13

TABLE II.

Central Provinces and Berar for the official year 1913-14.

Total Indirect Expenditure on Public Instruction, §								Total expenditure on Public Instruction.	Remarks.
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
10	11	12	13	14	15	16	17	18	19
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	57,529	2,31,909	70,081	4,83,302	1,35,928	2,28,727	12,07,476	37,53,040	
...	...	25,582	7,150	40,768	3,970	50,816	1,28,286	3,76,673	
...	57,529	2,57,491	77,231	5,24,070	1,39,898	2,79,543	13,35,762	41,29,713	
...	4'16	17'41	4'66	6'96	6'05	10'98	50'22	100'00	
...	...	'34	'22	21'30	2'36	2'05	26'30	100'00	
...	...	...	'99	17'72	1'77	3'56	24'06	100'00	
...	1'39	6'23	1'87	12'69	3'38	6'76	32'35	100'00	

¶ The percentages required for 2 (a), 2 (b), 2 (c) are to be calculated from the figures given in columns 34, 35, 36, respectively, of General Table IV.
† The annual cost is calculated on the direct expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average monthly number on the rolls during the year.
‡ The average cost of each pupil in District Fund and Municipal Schools is to be obtained from the figures given in General Table VII.
§ Fraction of a rupee should be omitted, except in the columns showing the average annual cost of educating each pupil.

EDUCATION—GENE

Return of Colleges, Schools and Scholars in the Central

Public						
Under Public						
Class of Institutions.	Managed by Government.				Managed by District or	
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.
1	2	3	4	5	6	7
COLLEGIATE EDUCATION.						
ARTS COLLEGES.						
English	2	300	304	258	..	...
Oriental ... ..	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.						
Law ... ..	...	...	...	...	...	...
Medicine ... ..	...	...	...	...	...	...
Engineering	1	64	61	57	...	...
Teaching ... ..	...	...	...	...	...	...
Agriculture ... ..	...	...	...	...	...	...
Total	3	364	365	315	...	...
SCHOOL EDUCATION, GENERAL.						
SECONDARY SCHOOLS.						
For Boys... { High Schools ...	15	1,715	1,891	1,605	3	214
{ Middle Schools. { English ...	40	5,887	6,401	5,656	38	3,944
{ Middle Schools. { Vernacular ..	3	279	267	231	205	32,893
For Girls... { High Schools ...	1	21	16	16	...	...
{ Middle Schools. { English ...	9	958	940	690	...	...
{ Middle Schools. { Vernacular ...	...	...	...	...	...	...
Total	69	8,990	9,524	8,109	246	37,051
PRIMARY SCHOOLS.						
For Boys... { Upper ...	11	1,265	1,057	845	2,325	203,634
{ Lower ...	1	...	80	30	663	34,698
For Girls... { Upper ...	152	9,617	8,022	6,794	2	102
{ Lower ...	50	2,094	2,041	1,475	...	...
Total	214	12,976	12,161	8,747	2,990	238,434
SCHOOLS FOR SPECIAL INSTRUCTION.						
Training Schools for Masters	6	468	448	453	...	...
Training Schools for Mistresses	2	59	58	47	...	...
Schools of Art	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...
Industrial Schools	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Other Schools, Reformatory ...	1	50	48	47	...	...
Total	9	577	554	547	...	...
Total of Colleges and Schools of Public Instruction.						
	295	22,907	22,604	17,308	3,236	275,455

- I.—For the purposes of columns 24, 25 and 26, the language through which instruction is in part should be adopted as the basis a Classical or Vernacular language does not form part of their curriculum. The term classical language in column 24 should be shown as boys' schools or as girls' schools according as the number of boys or of girls is greater.
- II.—Mixed schools should be shown as boys' schools and the number of boys in girls' schools and the number of girls in boys' schools should be entered in columns 24 and 25.
- III.—Where boys and girls attend the same school the number of girls in boys' schools and the number of boys in girls' schools should be entered in columns 24 and 25.
- IV.—Schools maintained by Native States, even though managed by the Education Department, should be entered in columns 24 and 25.
- * Statistics relating to this institution are shown under Middle

RAL TABLE III.

Provinces and Berar for the official year 1913-14.

Institutions.									
Management.						Under Private Management.			
Municipal Boards.		Maintained by Native States.				Aided by Government or by District Municipal Boards.			
Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
8	9	10	11	12	13	14	15	16	17
...	...	...	...	...	...	2	560	550	459
...
...	...	...	...	...	...	1	132	129	109
...
...
...
...	...	...	...	...	...	3	692	679	568
...
187	147	3	119	111	89	18	1,537	1,612	1,369
4,171	3,519	10	536	549	447	28	2,916	2,978	2,627
32,368	24,878	6	589	605	442	13	1,588	1,559	1,231
...	...	...	...	...	...	4	22	22	21
...	...	...	...	...	...	10	269	277	249
...	...	...	...	...	...	15	1,049	995	851
36,726	28,544	19	1,244	1,265	938	88	7,381	7,443	6,348
...
198,827	148,620	207	21,028	19,669	14,867	154	10,390	10,091	7,992
34,563	22,671	74	3,343	3,229	2,217	168	4,734	4,651	3,774
114	79	12	871	813	604	60	3,882	3,699	2,802
...	...	3	189	167	140	12	342	336	145
233,504	171,370	295	25,431	23,878	17,828	394	19,348	18,777	14,713
...
...
...
...
...
...
...
...	...	...	...	...	...	6	243	225	208
...
...
...
...	...	...	...	...	...	6	243	225	208
270,230	197,111	315	26,575	25,143	18,766	491	27,664	27,224	21,845

of classification for Colleges or Departments of Colleges for professional training and such special schools where the study of English or includes European and Oriental classical languages.

should be shown in columns 35 and 36, respectively.
13 and not in columns 2 to 5.
Schools as no High School classes have yet been opened.

EDUCATION—GENE

Return of Colleges, Schools and Scholars in the Central

Class of Institutions.		Public Instruction.—(Concl'd).				Grand Total of Public Institutions.	Grand Total of Scholars on the 31st March.	Number of Scholars on the 31st March learning.					
		Under Private Management —(Concl'd).						English	A Classical language.	A Vernacular language.			
		Unaided.											
		Number of Institutions	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance								
1		18	19	20	21	22	23	24	25	26			
ARTS COLLEGES.													
COLLEGIATE EDUCATION.	English	...	...	...	...	4	860	860	434	...
	Oriental	...	...	...	...	...	...	...	...	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.												
	Law	...	...	...	...	1	132	132	...	...	
	Medicine	...	...	...	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...	...	...	...
	Teaching	...	...	...	...	1	64	64	...	56
	Agriculture	...	...	...	...	...	...	...	...	...
	Total	...	...	...	...	6	1,056	1,056	434	56
	SECONDARY SCHOOLS.												
SCHOOL EDUCATION, GENERAL.	For Boys.	High Schools	...	1	16	14	12	40	3,631	3,631	1,929	1,807	
		Middle Schools.	English	...	7	332	327	201	123	13,715	13,715	1,051	13,580
			Vernacular	...	2	73	72	61	229	35,422	10	...	35,422
		High Schools	...	2	14	15	13	7	36	36	22	14	
	For Girls.	Middle Schools.	English	17	290	275	89	145	
			Vernacular	24	2,007	26	...	90	
		Total	...	12	435	428	347	434	55,101	17,682	3,121	51,058	
		PRIMARY SCHOOLS.											
	SCHOOL EDUCATION, GENERAL.	For Boys.	Upper	...	87	5,566	4,661	3,069	2,794	241,883	1,429	203	241,497
			Lower	...	156	4,881	4,824	3,468	1,062	47,656	47,656
For Girls.		Upper	...	1	44	54	24	227	14,516	766	269	13,750	
		Lower	...	28	1,035	987	715	93	3,660	3,660	
Total		...	272	11,526	10,523	7,575	4,166	307,715	2,195	472	306,563		
SCHOOLS FOR SPECIAL INSTRUCTION.													
SCHOOL EDUCATION, SPECIAL.	Training Schools for Masters	...	...	...	...	6	468	...	89	468
	Training Schools for Mistresses	...	...	...	...	2	59	...	...	59
	Schools of Art	...	...	...	...	...	...	...	...	...
	Law Schools	...	...	...	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...	...	...	...
	Engineering and Surveying Schools	...	...	...	...	...	...	...	...	...
	Industrial Schools	...	2	112	116	105	8	355	24	...	331		
	Commercial Schools	...	...	...	...	...	...	...	...	...
	Agricultural Schools	...	...	...	...	...	...	...	...	...
	Other Schools, Reformatory	...	...	...	...	1	50	...	...	50
Total	...	2	112	116	105	17	932	24	89	908			
TOTAL OF COLLEGES OR SCHOOLS OF PUBLIC INSTRUCTION.													
		286	12,073	11,067	8,132	4,623	364,804	...	...	...
PRIVATE INSTITUTIONS.	1.—Advanced teaching—	...	...	...	...	...	...	...	...	...
	(a) Arabic or Persian	...	1	12	11	9	1	12	...	12	...		
	(b) Sanskrit	...	7	149	145	127	7	149	...	149	...		
	(c) Any other Oriental Classic	...	...	...	...	...	...	...	...	...
	2.—Elementary teaching a	For Boys...	...	...	...	...	...	...	...	...
	Vernacular only or mainly.	„ Girls...	...	...	...	...	...	...	...	...
	3.—Elementary, teaching the	For Boys...	2	67	60	57	2	67	67		
	Koran.	„ Girls...	1	96	90	69	1	96	96		
	4.—Other Schools not conforming to Departmental Standards.	For Boys...	...	...	...	...	...	...	...	...
	„ Girls...	...	...	...	...	...	...	...	...	...
Total	...	11	324	306	262	11	324	...	161	163			
GRAND TOTAL		296	12,397	11,373	8,594	4,634	365,128	20,957	4,277	358,748			

RAL TABLE III.

Provinces and Berar for the official year 1913-14.—(Concl'd.)

Classification of Scholars on the 31st March according to race or creed.											Remarks.
Euro- pean and Euro- asians	Native Chris- tians.	Brahmans.	Non- Brahmans.	Mohame- dans.	Pud- hists.	Paras.	Gonds and other aborigines.	Others.	Number of Girls in Boys' School.	Num- ber of Boys in Girls School.	
27	28	29	30	31	32	33	34	35	36	37	38
11	9	606	171	53	3	6	...	1	...	...
...	
I	...	102	20	8	...	1	...	...	...	...
...	
...	
...	5	47	10	2	...	...	...	...	...	...
...	
12	14	755	201	63	3	7	...	1	...	...
54	60	1,853	1,241	380	14	18	...	2	7	...	
193	284	4,994	6,234	1,788	93	22	45	62	14	...	
...	623	4,368	25,873	2,983	451	4	571	539	526	...	
23	13	...	...	...	...	...	...	...	...	...
133	123	14	12	2	...	6	...	...	...	...
...	650	478	706	139	23	...	8	3	...	63	
403	1,762	11,707	34,066	5,292	591	50	624	606	547	63	
405	1,012	21,489	168,335	21,170	676	53	17,335	11,408	13,493	...	
...	154	2,047	33,193	3,275	102	65	6,618	2,202	1,650	...	
707	496	3,008	8,396	1,374	10	30	219	258	...	268	
...	91	598	1,803	968	27	50	41	82	...	...
1,112	1,753	27,142	211,727	26,787	824	207	24,213	13,950	15,143	268	
...	11	126	248	80	...	...	3	...	...	...
...	5	12	41	1	...	...	...	...	...	...
...	
...	
...	
68	261	10	14	2	...	...	...	...	...	...
...	
...	3	3	18	10	...	...	4	12	...	...
68	280	151	321	93	...	...	7	12	...	...
...	
...	
...	...	137	12	13	...	...	...	...	...	...
...	
...	...	...	...	67	...	...	...	...	...	...
...	...	...	...	96	...	...	...	...	...	...
...	
...	
...	...	137	12	175	...	...	...	...	...	...
1,595	3,809	39,892	246,227	32,410	1,418	264	24,844	14,569	15,690	331	

EDUCATION—GENERAL TABLE III-A.

Number of Scholars on the 31st March, classified according to Sex, Race or Creed, for the official year 1913-14.

			Euro- peans and Eura- sians.	Native Chris- tians.	Hindus.		Maho- medans.	Budhists.	Parsis.	Gonds and other abori- gines.	Others.	
					Brah- mans.	Non- Brah- mans.						
COLLEGIATE EDUCATION.												
ARTS COLLEGES.												
English	{	Male	...	11	9	606	171	53	3	6	...	1
		Female	...	...	...	...	...	...	...	...	...	...
Oriental	{	Male	...	...	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...	...	...
COLLEGE FOR PROFESSIONAL TRAINING.												
Law	{	Male	...	1	...	102	20	8	...	1	...	...
		Female	...	...	...	...	...	...	...	...	...	...
Medicine	{	Male	...	...	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...	...	...
Engineering	{	Male	...	...	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...	...	...
Teaching	{	Male	...	...	5	47	10	2	...	...	...	...
		Female	...	...	...	...	...	...	...	...	...	...
Agriculture	{	Male	...	...	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...	...	...
Total			...	12	14	755	201	63	3	7	...	1
SCHOOL EDUCATION—GENERAL.												
SECONDARY SCHOOLS.												
For Boys.												
High Schools	{	Male	...	48	69	1,852	1,241	380	14	18	...	2
		Female	...	6	...	1	...	...	...	...	...	...
Middle Schools—												
English	{	Male	...	113	280	4,994	6,234	1,788	93	22	45	62
		Female	...	10	4	...	...	...	...	...	...	...
Vernacular	{	Male	...	...	623	4,265	25,503	2,976	449	4	554	522
		Female	...	...	...	103	370	7	12	...	17	17
For Girls.												
High Schools	{	Male	...	...	...	...	...	...	...	...	...	...
		Female	...	23	13	...	...	...	...	...	...	...
Middle Schools—												
English	{	Male	...	...	...	...	...	...	...	...	...	...
		Female	...	133	123	14	12	2	...	6	...	...
Vernacular	{	Male	...	...	61	2	...	...	...	...	...	...
		Female	...	...	589	475	706	139	23	...	8	3
Total			...	403	1,762	11,707	34,066	5,202	591	50	624	606

EDUCATION—GENERAL TABLE III-A.

Number of Scholars on the 31st March, classified according to Sex Race, or Creed, for the official year 1913-14.—(Contd.)

			Euro- peans and Euro- peans.	Native Chris- tians.	Hindus.		Maho- medans.	Budhists.	Parsis.	Gonds and other abori- gines.	Others.	
					Brah- mans.	Non- Brah- mans.						
SCHOOL EDUCATION—GENERAL.— (Contd.)												
Primary Schools—												
For Boys.												
Upper	{	Male	...	343	938	20,437	158,221	20,678	658	49	16,246	10,816
		Female	...	62	74	1,058	10,114	492	18	4	1,089	582
Lower	{	Male	...	...	154	1,920	32,243	3,091	97	65	6,353	2,080
		Female	...	...	...	127	950	181	5	...	265	122
For Girls.												
Upper	{	Male	...	205	12	12	31	...	...	8	...	...
		Female	...	502	484	2,096	8,365	1,374	19	31	219	258
Lower	{	Male	...	...	...	...	...	...	...	...	...	...
		Female	...	...	91	598	1,803	968	27	50	41	82
Total			...	1,112	1,753	27,142	211,727	26,787	824	207	24,213	13,950
SCHOOL EDUCATION—SPECIAL.												
SCHOOLS FOR SPECIAL INSTRUCTION.												
Training Schools	{	Male	...	...	11	126	248	80	...	...	3	...
		Female	...	...	5	12	41	1	...	...	...	...
Schools of Art	{	Male	...	...	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...	...	...
Law Schools	{	Male	...	...	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...	...	...
Medical Schools	{	Male	...	...	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	{	Male	...	...	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...	...	...
Industrial Schools	{	Male	...	68	261	10	14	2	...	...	...	...
		Female	...	...	...	...	...	...	...	...	...	...
Other Schools	{	Male	...	...	3	3	18	10	...	...	4	12
		Female	...	...	...	...	...	...	...	...	...	...
Total			...	68	280	151	321	93	...	...	7	12
Total of Colleges and Schools of Public Instruction.			...	1,595	3,809	39,755	246,315	32,235	1,418	264	24,844	14,569
PRIVATE INSTITUTIONS.												
1. Advanced Teaching—												
(a) Arabic or Persian	{	Male	...	...	...	...	...	12	...	...	...	...
		Female	...	...	...	...	...	...	...	...	...	...
(b) Sanskrit	{	Male	...	...	...	137	13	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...	...	...
(c) Any other Oriental classes.	{	Male	...	...	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...	...	...

EDUCATION—GENERAL TABLE III-A.

Number of Scholars on the 31st March, classified according to Sex, Race or Creed, for the official year 1913-14.—(Concl'd.)

			Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Budhists.	Parsis.	Gonds and other aborigines.	Others.	
					Brahmans.	Non-Brahmans.						
SCHOOL EDUCATION—SPECIAL.— (Concl'd.)												
PRIVATE INSTITUTIONS.—(Concl'd.)												
2. Elementary Teaching—A. Vernacular only or mainly.—												
For Boys	{	Male	..	...	...	...	..	...	...	...	...
	{	Female	..	...	...	...	...	...	...	...	...
For Girls	{	Male	...	...	...	...	...	...	...	...	...
	{	Female	..	...	...	...	...	..	...	...	...
3. Elementary Teaching—the Koran only—												
For Boys	{	Male	...	...	...	..	...	...	...	...	...
	{	Female	...	...	...	..	...	...	...	...	...
For Girls	{	Male	...	...	...	..	67	...	...	...	...
	{	Female	...	...	...	..	96	...	...	...	...
Other schools not conforming to Departmental standards—												
For Boys	{	Male	..	...	..	...	...	...	...	...	...
	{	Female	..	...	...	..	...	...	...	...	...
For Girls	{	Male	...	...	...	...	...	...	...	...	...
	{	Female	..	...	...	...	...	...	...	...	...
Total of Private Institutions			...	...	137	12	175	...	...	...	...
GRAND TOTAL			..	1,595	3,809	39,892	246,327	32,410	1,418	264	24,844	14,569

TABLES.

EDUCATION—GENE

Return of Expenditure on Public Instruction in the Central

Objects of Expenditure.		Public					
		Under Public					
		Managed by Government.					
		Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.
1		2	3	4	5	6	7
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.	ARTS COLLEGES.						
	English ...	71,046	...	...	17,853	...	88,899
	Oriental ...	...	...	...	...	...	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.						
	Law ...	...	...	...	...	...	...
	Medicine ...	...	...	...	...	...	...
	Engineering ...	...	...	...	...	...	...
	Teaching ...	36,585	...	...	...	...	36,585
	Agriculture ...	...	...	...	...	...	...
	Total	1,07,631	...	...	17,853	...	1,25,484
SCHOOL EDUCATION, GENERAL.	SECONDARY SCHOOLS.						
	For Boys ... { High Schools ...	46,408	7	17	70,415	93	1,17,780
	... { Middle Schools ... { English ...	80,128	13	33	61,253	1,570	1,43,062
	... { Vernacular ...	7,456	...	...	168	...	7,624
	For Girls ... { High Schools ...	...	...	...	...	...	...
	... { Middle Schools ... { English ...	5,005	...	...	...	...	5,005
	... { Vernacular ...	6,675	...	12	...	...	6,687
	Total	1,15,672	20	62	1,31,836	6,663	2,81,058
	PRIMARY SCHOOLS.						
	For Boys ... { Upper ...	10,815	...	...	418	...	11,593
SCHOOL EDUCATION, SPECIAL.	... { Lower ...	319	...	...	...	...	319
	For Girls ... { Upper ...	64,636	...	78	...	83	64,797
	... { Lower ...	11,228	...	...	...	...	11,228
	Total	86,998	...	78	418	83	87,937
	SCHOOLS FOR SPECIAL INSTRUCTION.						
	Training Schools for Masters ...	82,475	...	...	...	8	82,483
	Training Schools for Mistresses ...	20,771	...	...	...	...	20,771
	School of Arts ...	...	...	...	...	...	...
	Law Schools ...	...	...	...	...	...	...
	Medical Schools ...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL.	Engineering and Surveying Schools ...	...	...	...	...	...	...
	Industrial Schools ...	...	...	...	...	...	...
	Commercial Schools ...	...	...	...	...	...	...
	Agricultural Schools ...	...	...	...	...	...	...
	Other Schools—Reformatory ...	16,255	...	...	...	...	16,255
	Total	1,19,501	...	...	...	8	1,19,509
	Buildings ...	6,076	...	...	...	...	6,076
	Furniture and apparatus (special grants only) ...	78,193	...	...	449	487	79,329
	Total	84,469	...	...	449	487	85,405
	University ...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL.	Direction ...	...	...	...	...	...	...
	Inspection ...	...	...	...	...	...	...
	Scholarships held in ...	...	...	...	...	...	...
	Arts Colleges ...	...	...	...	...	...	...
	Medical Colleges ...	...	...	...	...	...	...
	Professional Colleges ...	...	...	...	...	...	...
	Secondary Schools ...	...	...	...	...	...	...
	Primary Schools ...	...	...	...	...	...	...
	Medical Schools ...	...	...	...	...	...	...
	Technical and Industrial Schools ...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL.	Other special schools ...	...	...	...	...	...	...
	Miscellaneous ...	...	...	...	...	...	...
	Total	...	...	...	...	...	...
	TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	5,44,271	20	140	1,50,556	2,233	6,99,393

I.—Fractions of a rupee are to be omitted.

II.—If the income of any school managed by the Government (or by District or Municipal Board) exceeds the expenditure, school being thus equalised. If in such school the income from fees or other private sources alone exceeds

III.—If the income of any aided school exceeds the expenditure, the excess should be proportionately deducted from the sub-fes also. The actual receipts from Provincial Revenues and from Local and Municipal Funds should be

IV.—In calculating the expenditure from Provincial Revenues or any other Fund, all payments or contribution from fees or other they belong.

V.—The expenditure under 'University', 'Direction', 'Inspection' 'Scholarships' and Miscellaneous should be shown only

VI.—The expenditure on stipends held in Training Schools should be shown as part of the expenditure in those schools, not

VII.—The expenditure entered in columns 16, 17 and 18 should be included in columns 38 and 39 and not in columns 34, 35 and 36.

VIII.—Schools maintained by Native States, even though managed by the Education Department, should be entered in columns 16 to

Provinces and Berar for the official year 1913-14.

Management.

N. B.—*Column 10.—This includes Rs. 6,65,700 from Provincial and Imperial special grants.
†Column 11.—Includes Rs. 66,769 from Provincial and Imperial special grants.
the return of Government (or District or Municipal) expenditure should be reduced accordingly, the income and expenditure of the expenditure, the excess income and the sources from which it is derived should be shown in the column of remarks.
heads of endowments, subscriptions, and other sources, or if the receipts from those sources are insufficient, from the sub-head of shown in full.
sources credited to that Fund should be deducted. Such payments should be shown as expenditure under the sub-heads to which in columns 34 to 40 and not in the preceding columns.
under the head of Scholarships.
The expenditure entered in column 19 should be included in column 37.
23 and not in columns 2 to 8.

EDUCATION—GENE

Return of Expenditure on Public Instruction in the Central

Objects of Expenditure.		Public						
		Under Private						
		Aided by Government or by District or Municipal Boards.						
		Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total
1		23	24	25	26	27	28	29
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.	ARTS COLLEGES.							
	English ...	30,357	...	...	32,301	...	44,674	1,07,332
	Oriental ...	...	...	...	...	...	...	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
	Law ...	4,000	...	...	9,728	...	...	13,728
	Medicine ...	...	...	...	...	...	...	...
	Engineering ...	...	...	...	...	...	...	...
	Teaching ...	...	...	...	...	...	...	...
	Agriculture ...	...	...	...	...	...	...	...
	Total	34,357	...	...	42,029	...	44,674	1,21,060
SCHOOL EDUCATION, GENERAL.	SECONDARY SCHOOLS.							
	For Boys ... { High Schools ...	41,250	...	600	50,577	6,090	22,308	1,20,825
	... { Middle Schools ... { English ...	59,809	50	1,540	50,178	2,870	79,831	1,94,278
	... { ... { Vernacular ...	4, 57	...	...	446	607	9,068	15,178
	For Girls ... { High Schools ...	4,224	...	...	1,061	221	1,944	7,450
	... { Middle Schools ... { English ...	11,508	...	...	5,168	751	5,457	22,884
	... { ... { Vernacular ...	4,910	...	602	189	800	21,137	18,638
	Total	1,25,858	50	2,742	1,07,619	11,339	1,31,645	3,79,253
	PRIMARY SCHOOLS.							
	For Boys ... { Upper ...	28,295	2,140	8,508	15,995	7,046	38,300	1,00,284
	... { Lower ...	1,022	7,608	1,054	2,472	5,130	6,225	23,511
	For Girls ... { Upper ...	22,637	...	2,798	11,904	1,037	30,938	69,334
	... { Lower ...	927	60	100	...	463	1,764	3,314
	Total	52,881	9,808	12,460	30,371	13,696	77,227	1,96,443
SCHOOL EDUCATION, SPECIAL.	SCHOOLS FOR SPECIAL INSTRUCTION.							
	Training Schools for Masters ...	...	...	...	...	...	...	...
	Training Schools for Mistresses ...	...	...	...	...	...	...	...
	School of Arts ...	...	...	...	...	...	...	...
	Law Schools ...	...	...	...	...	...	...	...
	Medical Schools ...	...	...	...	...	...	...	...
	Engineering and Surveying Schools ...	...	...	...	...	...	...	...
	Industrial Schools ...	14,965	...	1,500	...	...	9,274	25,739
	Commercial Schools ...	...	...	...	...	...	...	...
	Agricultural Schools ...	...	...	...	...	...	...	...
	Other Schools—Reformatory ...	...	...	...	...	...	...	...
	Total	14,965	...	1,500	...	...	9,274	25,739
SCHOOL EDUCATION, MISCELLANEOUS.	Buildings ...	90,150	...	91	2,928	5,227	31,716	1,30,112
	Furniture and apparatus (special grants only) ...	5,297	...	7	...	696	5,945	11,945
	Total	95,447	...	98	2,928	5,923	37,661	1,42,057
	University ...	...	...	...	...	...	...	...
	Direction ...	...	...	...	...	...	...	...
	Inspection ...	...	...	...	...	...	...	...
	SCHOLARSHIPS HELD IN ...	...	...	...	...	...	...	...
	{ Arts Colleges ...	...	...	...	...	...	...	...
	{ Medical Colleges ...	...	...	...	...	...	...	...
	{ Professional Colleges ...	...	...	...	...	...	...	...
	{ Secondary Schools ...	...	...	...	...	...	...	...
	{ Primary Schools ...	...	...	...	...	...	...	...
	{ Medical Schools ...	...	...	...	...	...	...	...
	{ Technical and Industrial Schools ...	...	...	...	...	...	...	...
	{ Other special schools ...	...	...	...	...	...	...	...
	Miscellaneous ...	...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION		3,23,508	9,858	16,800	1,82,947	3,0,958	3,00,481	8,64,552

RAL TABLE IV.

Provinces and Berar for the official year 1913-14.—(Concl'd.)

Institution.				Total Expenditure from							Remarks.
Management.											
Unaided.											
Fees.	Subscrip- tions.	Endow- ments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	All other sources.		Grand Total.	
								Private.	Public.		
30	31	32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	1,01,403	...	...	50,154	44,674	...	1,96,831	
...	
...	...	...	...	4,000	...	...	9,728	-	...	13,728	
...	
...	...	...	...	36,585	...	...	...	...	...	36,585	
...	
...	...	...	...	1,41,988	...	...	59,882	44,674	...	2,46,544	
...	
...	1,814	2,100	3,914	87,658	7	10,049	1,21,897	33,245	17,083	2,69,979	
1,226	1,976	6,393	9,595	1,39,937	13,700	78,229	1,13,513	95,608	13,633	4,54,620	
3	...	2,135	2,138	11,603	1,84,599	20,412	662	13,731	3,989	2,35,006	
449	598	3,158	4,205	4,224	...	...	1,510	5,921	...	11,655	
...	...	...	...	16,513	...	...	5,168	6,208	...	27,889	
...	...	...	...	11,585	...	614	189	12,937	...	25,325	
1,678	4,388	13,786	19,852	2,71,530	1,98,306	1,09,304	2,42,939	1,67,650	34,705	10,24,434	
...	
2,704	4,755	17,633*	25,112	39,172	7,38,563	1,48,324	20,303	91,594	28,230	1,066,186	*Includes Rs. 62 received from Provincial Revenue as grant-in-aid to Bajipani School in the Chhindwara district.
3,083	8,311	5,491	16,885	1,341	1,05,399	5,573	5,941	31,505	398	1,50,157	
...	40	793	833	87,273	143	3,463	11,904	33,459	3,311	1,39,553	
261	2,856	2,017	5,134	12,155	60	100	261	7,565	248	20,389	
6,048	15,962	25,954	47,964	1,39,941	8,44,165	1,57,460	38,409	1,64,123	32,187	13,76,285	
...	...	...	...	82,475	...	...	...	8	...	82,483	
...	...	...	...	20,771	...	...	...	...	...	20,771	
...	
...	
...	
...	1,440	...	1,440	14,965	...	1,500	...	10,714	...	27,179	
...	
...	...	...	...	16,255	...	...	...	...	...	16,255	
...	1,440	...	1,440	1,34,466	...	1,500	...	10,722	...	1,46,688	
...	
...	85	15,120	15,205	96,226*	3,01,212	62,617	3,372	54,963	5,680	5,24,070	*Does not include India special grant spent through the Public Works Department.
...	33	1,197	1,230	83,690	33,471	6,257	2,057	11,560	2,863	1,39,898	
...	118	16,317	16,435	1,79,916	3,34,683	68,874	5,429	66,523	8,543	6,63,968	
...	
...	...	...	...	57,529	...	...	...	...	...	57,529	
...	...	...	...	2,40,615	4,946	...	...	259	11,668	2,57,491	
...	...	...	...	11,593	...	...	...	1,181	199	12,973	
...	
...	...	...	...	2,757	...	...	...	...	...	2,757	
...	...	...	...	44,110	3,230	3,516	...	2,138	1,804	54,798	
...	...	...	...	4,782	...	...	2	407	411	5,602	
...	
...	...	...	...	1,101	...	...	...	...	...	1,101	
...	
...	...	...	...	1,51,703	29,072	12,599	44,768	35,611	5,790	2,79,543	
...	...	...	...	514,193	37,248	16,115	44,770	39,596	19,872	6,71,794	
7,726	21,908	56,057	85,691	1,382,034	14,14,402	3,53,253	3,91,429	4,93,288	95,307	41,29,713	

Return of the Stages of Instruction of Pupils in Public Schools for General Education in the

Class of Schools.				Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage.			Middle Stage.		
						Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle Stage).		
						1			2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.			
SECONDARY SCHOOLS.											
For Boys ...	{	Departmental ... { English ...	55	7,732	1,833	1	1,834	5,898	...	5,898	
		... { Vernacular ...	3	279	...	...	...	49	...	49
	{	District Fund ... { English ...	8	560	...	...	...	560	...	560
		... { Vernacular ...	191	29,822	...	...	...	4,458	3	4,461
	{	Municipal ... { English ...	33	3,598	214	...	214	3,384	...	3,384	
		... { Vernacular ...	14	3,071	...	...	...	407	...	407
	{	Native States ... { English ...	13	655	119	...	119	536	...	536	
		... { Vernacular ...	6	589	...	...	...	73	...	73
	{	Aided ... { English ...	46	4,453	1,531	6	1,537	2,860	11	2,871	
		... { Vernacular ...	13	1,588	...	...	...	240	...	240
	{	Unaided ... { English ...	8	348	16	...	16	332	...	332	
		... { Vernacular ...	2	73	...	...	...	24	...	24
Total ...			392	52,768	3,713	7	3,720	18,821	14	18,835	
For Girls ...	{	Departmental ... { English ...	2	21	...	...	...	...	21	21
		... { Vernacular ...	9	958	...	...	...	...	86	86
	{	District Fund ... { English ...	...	...	...	...	...	...	...	...
		... { Vernacular ...	...	...	...	...	...	...	...	...
	{	Municipal ... { English ...	...	...	...	...	...	...	...	...
		... { Vernacular ...	...	...	...	...	...	...	...	...
	{	Native States ... { English ...	...	...	...	...	...	...	...	...
		... { Vernacular ...	...	...	...	...	...	...	...	...
	{	Aided ... { English ...	14	291	...	22	22	...	254	254	
		... { Vernacular ...	15	1,049	...	...	...	11	150	161
	{	Unaided ... { English ...	2	14	...	14	14	...	...	...
		... { Vernacular ...	...	...	...	...	...	...	...	...
Total ...			42	2,333	...	36	36	11	511	522	
TOTAL SECONDARY SCHOOLS ...			434	55,101	3,713	43	3,756	18,832	525	19,357	
PRIMARY SCHOOLS.											
For Boys ...	{	Departmental ...	...	12	1,265	...	...	...	...	...
	{	District Fund	2,825	2,12,879	962	1	963
	{	Municipal ...	...	163	25,453	...	...	...	...	...
	{	Native States ...	...	281	24,371	...	...	...	...	...
	{	Aided	322	15,124	13	...	13
	{	Unaided ...	...	243	10,447	...	...	...	...	...
Total ...			3,846	2,89,539	...	...	...	975	1	976
For Girls ...	{	Departmental ...	...	202	11,711	...	...	...	...	...
	{	District Fund ...	...	1	52	...	...	...	...	...
	{	Municipal ...	...	1	50	...	...	...	...	...
	{	Native States ...	...	15	1,060	...	...	...	...	...
	{	Aided ...	...	72	4,224	...	...	...	...	...
	{	Unaided ...	...	29	1,079	...	...	...	...	...
Total ...			320	18,176	...	...	...	...	...	...
TOTAL PRIMARY SCHOOLS ...			4,166	307,715	...	...	...	975	1	976
GRAND TOTAL ...			4,600	362,816	3,713	43	3,756	19,807	526	20,333	

NOTE.—The number of Girls shown in this table should correspond with the Mixed schools should be entered as boys' schools or girls

RAL TABLE V.

Central Provinces and Berar at the end of the official year 1913-14.

Upper Primary Stage.			Lower Primary Stage.						Total.					
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.											
			Reading printed books.			Not reading printed books.								
3			4			5			Boys.	Girls.	Total.			
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.						
...	7,731	1	7,732			
45	...	45	148	...	148	37	...	37	279	...	279			
...	560	...	560			
4,109	26	4,195	14,814	176	14,990	5,891	285	6,176	29,332	490	29,822			
...	3,598	...	3,598			
392	...	392	1,565	12	1,577	677	18	695	3,041	30	3,071			
...	655	...	655			
59	...	59	316	1	317	135	5	140	583	6	589			
...	4,473	20	4,493			
3	...	3	25	...	25	14	3	17	1,588	...	1,588			
140	...	140	695	...	695	513	...	513	...	...	...
...	348	...	348			
5	...	5	25	...	25	19	...	19	73	...	73			
...	52,221	547	52,768			
4,813	26	4,839	17,588	189	17,777	7,286	311	7,597	...	21	...			
...	956	956			
...	140	140	1	402	403	1	328	329			
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number returned under Primary and Secondary Schools in General Forms I and III.
schools, according as the number of boys or of girls is greater.

Return showing the Results of Prescribed Examination in the

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Central Provinces and Berar during the official year 1913-14.

xix

EDUCATION—GENE-

Return showing the Results of Prescribed Examination in the

Name of Examination.	Number of Institutions sending Examinees.				Number of examinees.				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
COLLEGES FOR PROFESSIONAL TRAINING.—(Concl'd.)									
ENGINEERING.									
1. M. C. E.
2. B. C. E.
3. L. C. E.
4. First L. C. E.
TEACHING.									
1. Licentiating in Teaching	..	1	...	1	5	...	...	3	8
SCHOOLS FOR GENERAL EDUCATION.									
Matriculation	...	20	16	36	565	407	...	60	1,032
{ Boys
{ Girls	5	6	...	16	1	...	17
School Final	...	17	12	29	497	360	...	...	857
{ Boys
{ Girls
Upper Secondary Examination.
{ Boys
{ Girls
Middle School Examination.	4	4	...	34	...	...	34
{ Boys	4	4	...	17	...	...	17
{ Girls
High School Scholarship Examination	...	59	14	74	522	95	6	1	624
{ Boys	3	3	...	10	...	...	10
{ Girls
Primary Examination	...	2,530	128	2,735	27,154	1,221	492	54	28,921
{ Boys	...	160	65	225	624	255	...	2	881
{ Girls
SCHOOL FOR SPECIAL INSTRUCTION.									
1. Training School Examination for Masters	..	1	...	1	27	...	...	6	33
{ Upper	..	38	8	46	520	39	...	140	699
{ Lower
2. Training School Examination for Mistresses.	...	1	...	1	1	...	...	...	1
{ Upper	...	4	2	6	27	11	...	17	55
{ Lower
3. School of Art Examination.	...	107	20	127	2,159	466	...	99	2,724
{ Boys	...	2	3	5	16	17	...	1	34
{ Girls
4. Medical Examination
5. Examination—Engineering and Surveying.
6. Industrial School Examination	...	1	...	1	19	...	...	...	19
7. Veterinary Examination
8. Examination in Agriculture

NOTE.—Any other special examination, such as the "Intermediate"
(a) Includes the University School Final Examination.

RAL TABLE VI.
Central Provinces and Berar during the official year 1913-14.—(Concl'd.)

Number passed.					Race or creed of passed Scholars.								Remarks.
Institu- tions under public manage- ment.	Aided Insti- tutions.	Other Insti- tutions.	Private Stu- dents.	Total.	Euro- peans and Euro- sians.	Native Chris- tians.	Hindus.		Muham- madans.	Bud- hists.	Par- sees.	Others.	
							Brahmins.	Non- Brahmins.					
11	12	13	14	15	16	17	18	19	20	21	22	23	24
...	
...	
...	
...	
5	...	...	3	8	..	...	6	2	...	...	...	...
231	148	...	10	389	18	61	183	94	31	...	2	...	
...	10	...	...	10	9	1	...	...	...	...	...	...
156	155	...	...	311	3	1	191	86	28	1	...	1	
...	
...	
...	
...	14	...	...	14	14	...	...	...	...	...	...	...
...	11	...	...	11	11	...	...	...	...	...	...	...
249	49	1	...	299	...	...	156	108	31	2	2	...	
...	4	...	...	4	...	4	...	...	...	...	...	...
17,111	787	316	50	18,264	8	115	2,687	12,395	1,459	136	27	1,437	
467	158	...	...	625	4	71	120	376	33	2	...	19	
...	
25	...	...	1	26	...	4	16	4	2	...	...	...
310	4	...	17	331	...	8	92	187	43	...	...	1	
1	...	...	...	1	...	...	...	1	...	...	...	...
19	3	...	3	25	...	12	1	12	...	...	...	...
1,407	312	7	77	1,803	...	32	723	846	182	11	7	2	
15	9	...	1	25	..	3	5	14	2	...	...	1	
...	
...	
17	...	...	...	17	...	...	9	6	2	...	...	...
...	
...	

or other examinations of the Punjab University may be added to this list.

EDUCATION—GENERAL

Return showing the Distribution of District Fund and Municipal Expenditure

Objects of Expenditure.		Expenditure of District Boards					
		In Institutions managed by					
		Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	District Funds.
1		2	3	4	5	6	7
ARTS COLLEGES.						Rs.	Rs.
Collegiate Education.	English .....	...	...	...	...	...	...
	Oriental .....	...	...	...	...	...	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.						
	Law .....	...	...	...	...	...	...
	Medicine .....	...	...	...	...	...	...
	Engineering .....	...	...	...	...	...	...
	Teaching .....	...	...	...	...	...	...
	Agriculture .....	...	...	...	...	...	...
	Total .....	...	...	...	...	...	...
SECONDARY SCHOOLS.							
School Education, General.	For Boys. { High Schools .....	...	...	...	...	...	...
	{ Middle { English	8	560	503	487	...	13,637
	{ Schools { Vernacular	191	29,832	29,411	22,448	...	1,84,595
	For Girls { High Schools .....	...	...	...	...	...	...
	{ Middle { English .....	...	...	...	...	...	...
	{ Schools { Vernacular .....	...	...	...	...	...	...
	Total	199	30,382	30,004	22,525	...	1,98,236
	PRIMARY SCHOOLS.						
	For Boys { Upper	2,177	1,79,309	1,75,112	1,27,774	...	7,36,423
School Education, Special.	{ Lower	648	33,570	33,437	21,835	...	97,791
	For Girls { Upper	1	52	38	50	...	143
	{ Lower .....	...	...	...	...	...	...
	Total	2,826	2,12,971	2,08,617	1,50,909	...	8,34,357
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special.	Training Schools for Masters .....	...	...	...	...	...	...
	Training Schools for Mistresses .....	...	...	...	...	...	...
	Schools of Arts .....	...	...	...	...	...	...
	Law Schools .....	...	...	...	...	...	...
	Medical Schools .....	...	...	...	...	...	...
	Engineering and Surveying Schools .....	...	...	...	...	...	...
	Industrial Schools .....	...	...	...	...	...	...
	Commercial Schools .....	...	...	...	...	...	...
	Agricultural Schools .....	...	...	...	...	...	...
	Other Schools—Reformatory .....	...	...	...	...	...	...
Buildings	Total .....	...	...	...	...	...	...
	Furniture and apparatus (special grants only) .....	...	...	...	...	...	3,01,212
							33,471
	Total .....	...	...	...	...	...	3,34,683
	Inspection .....	...	...	...	...	...	...
	Arts Colleges .....	...	...	...	...	...	...
	Medical Colleges .....	...	...	...	...	...	...
	Professional Colleges .....	...	...	...	...	...	...
Scholarships held in	Secondary Schools .....	...	...	...	...	...	...
	Primary Schools .....	...	...	...	...	...	...
	Medical Schools .....	...	...	...	...	...	...
	Technical and Industrial Schools .....	...	...	...	...	...	...
	Other Special Schools .....	...	...	...	...	...	...
	Miscellaneous .....	...	...	...	...	...	...
	Total .....	...	...	...	...	...	...
	GRAND TOTAL	3,025	2,43,313	2,38,641	1,73,927	...	13,67,276

I.—The sum of the expenditure in columns 12 and 27 should agree with expenditure
 II.—The sum of the expenditure in columns 16 and 31 should agree with the expenditure
 III.—The expenditure under Inspection, Scholarship and Miscellaneous should be

on Public Instruction in the Central Provinces and Berar for the official year 1913-14.

shown only in columns 16, 3x and 3s and not in the other columns.

EDUCATION—GENERAL

Return showing the Distribution of District Fund and Municipal Expenditure on Public

Objects of Expenditure.		Expenditure of Municipal Board					
		In Institutions managed by					
		Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.
1		17	18	19	20	21	22
ARTS COLLEGES.		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education.	English .....	...	...	...	...	...	...
	Oriental .....	...	...	...	...	...	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.						
	Law .....	...	...	...	...	...	...
	Medicine .....	...	...	...	...	...	...
	Engineering .....	...	...	...	...	...	...
	Teaching .....	...	...	...	...	...	...
	Agriculture .....	...	...	...	...	...	...
	Total .....	...	...	...	...	...	...
	SECONDARY SCHOOLS.						
School Education, General.	For Boys. { High Schools	3	214	187	147	...	9,432
	{ Middle { English	30	3,384	3,578	3,019	...	76,656
	{ Schools. { Vernacular	14	3,071	2,957	2,450	...	20,412
	For Girls. { High Schools .....	...	...	...	...	...	...
	{ Middle { English .....	...	...	...	...	...	...
	{ Schools. { Vernacular .....	...	...	...	...	...	...
	Total	47	6,669	6,722	5,616	...	1,06,500
	PRIMARY SCHOOLS.						
	For Boys. { Upper	148	24,325	23,715	19,476	...	1,39,816
	{ Lower	15	1,128	1,076	836	...	4,519
	For Girls. { Upper	1	50	76	59	...	587
	{ Lower .....	...	...	...	...	...	...
	Total	164	25,503	24,867	20,371	...	1,44,922
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special.	Training Schools for Masters .....	...	...	...	...	...	...
	Training Schools for Mistresses .....	...	...	...	...	...	...
	Schools of Arts .....	...	...	...	...	...	...
	Law Schools .....	...	...	...	...	...	...
	Medical Schools .....	...	...	...	...	...	...
	Engineering and Surveying Schools .....	...	...	...	...	...	...
	Industrial Schools .....	...	...	...	...	...	...
	Commercial Schools .....	...	...	...	...	...	...
	Agricultural Schools .....	...	...	...	...	...	...
	Other Schools—Reformatory .....	...	...	...	...	...	...
	Total .....	...	...	...	...	...	...
Buildings .....		...	...	...	...	...	62,526
Furniture and apparatus (special grants only) .....		...	...	...	...	...	6,250
Total .....		...	...	...	...	...	68,776
Inspection .....		...	...	...	...	...	...
Scholarships held in	Arts Colleges .....	...	...	...	...	...	...
	Medical Colleges .....	...	...	...	...	...	...
	Professional Colleges .....	...	...	...	...	...	...
	Secondary Schools .....	...	...	...	...	...	...
	Primary Schools .....	...	...	...	...	...	...
	Medical Schools .....	...	...	...	...	...	...
	Technical and Industrial Schools .....	...	...	...	...	...	...
Other Special Schools .....		...	...	...	...	...	...
Miscellaneous .....		...	...	...	...	...	...
Total .....		...	...	...	...	...	...
GRAND TOTAL		211	32,172	31,589	25,987	...	3,20,198

I.—The sum of the expenditure in columns 12 and 17 should agree with
 II.—The sum of the expenditure in columns 16 and 21 should agree with the expenditure shown in columns 35 and 36.
 III.—The expenditure under Inspection, Scholarship and Miscellaneous should be

Instruction in the Central Provinces and Berar for the official year 1913-14. — (Concl'd.)

expenditure shown in columns 10 and 11 of General Table IV, respectively, of General Table IV, and the District Fund and Municipal expenditure of Native States should be excluded, shown only in columns 10, 31 and 32 and not in the other columns.

EDUCATION—GENERAL TABLE VIII.—FOR BOYS.
Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1913-14.

Class of Hostels or Boarding-houses.	Number of—		Number of boarders who are students of—					Expenditure from —				Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions or Endowments.	Fees.	Total Expenditure.	
1	3	3	4	5	6	7	8	9	10	11	12	13
1.—Managed by Government	26	1,102	84	620	...	398	27,720	...	...	Rs. 8,695	Rs. 36,415	Rs. 46,348 re- presenting board- ing charges for European Schools and have not been included under "Miscellaneous" Tables in Provi- sionals and IV or under "Fees", in this Table.
2.—Managed by Local or Municipal Boards	16	224	...	215	9	...	...	7,569	...	44	7,613	
3.—Aided by Government or by Local or Municipal Boards.	10	531	3	288	240	...	8,657	654	7,622	15,134	32,067	
4.—Unaided.	20	591	54	462	75	...	1,025	222	5,050	12,342	18,639	
Total	72	2,448	141	1,595	324	398	37,402	8,445	12,672	36,215	94,734	

EDUCATION—GENERAL TABLE VIII.—FOR GIRLS.
Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1913-14.

Class of Hostels or Boarding-houses.	Number of—		Number of boarders who are students of—					Expenditure from—					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions or Endowments.	Fees.	Total Expenditure.		
1	3	3	4	5	6	7	8	9	10	11	12	13	
1.—Managed by Government	4	72	...	22	...	50	Rs. 4,617	...	...	...	Rs. 4,617	
2.—Managed by Local Municipal Boards	...	...	...	...	...	...	...	...	...	...	...
3.—Aided by Government or by Local or Municipal Boards.	7	332	...	142	190	...	10,782	264	7,554	...	18,600		
4.—Unaided	5	269	...	115	135	19	...	...	9,840	6,265	16,105	
Total	16	673	...	279	325	69	15,399	264	17,394	6,265	39,322		

NOTES.—I.—Return of the Boarding Establishments for females should be given separately.
II.—Boarding-houses maintained by Native States should not be included in the return.

APPENDIX A.

Return showing the General and Statistical Summary for the preparation of Maps.

Territory.		Population.		Children of school-going age.		1913-14.				
		Males.	Females.	Males.	Females.	Total number of children under instruction.	Total number of children in Colleges and Special Schools.	Total number of boys in Secondary Schools.	Number of boys in Primary Schools.	Total number of girls under instruction.
1		2	3	4	5	6	7*	8	9	10
<i>British Territory.</i>										
The Nerbudda Valley.	Saugor	276,233	265,177	41,435	39,777	11,733	...	2,464	7,272	1,997
	Damoh	168,060	164,987	25,209	24,748	6,821	...	675	5,579	567
	Jubbulpore	373,173	372,719	55,976	55,008	20,154	498	2,907	14,040	2,709
	Narsinghpur	161,795	163,882	24,269	24,583	9,976	51	1,812	6,672	1,441
	Hoshangabad	230,632	226,163	34,595	34,014	13,108	35	3,190	8,906	977
Total		1,209,893	1,193,528	181,484	179,029	61,792	584	11,048	42,469	7,691
Percentage		...	...	...	...	17'14	1'16	6'08	23'40	4'29
The Satpura Range.	Nimar	200,765	190,306	30,115	28,546	9,279	94	1,277	7,008	900
	Betul	194,163	196,223	29,124	29,433	4,967	...	829	3,901	237
	Chhindwara	255,884	261,064	38,383	39,160	8,692	...	1,251	7,080	361
	Seoni	192,642	203,839	28,896	30,426	6,785	...	687	5,564	534
	Balaghat	190,469	198,451	28,570	29,768	11,440	...	923	9,551	966
	Mandla	200,872	204,362	30,131	30,654	10,846	...	1,417	8,370	1,059
Total		1,234,795	1,253,245	185,219	187,987	52,009	94	6,384	41,474	4,057
Percentage		...	...	...	...	13'93	1'02	3'45	22'39	2'15
The Marhat Country.	Wardha	231,871	227,925	34,781	34,189	13,735	...	1,681	11,110	944
	Nagpur	408,843	401,058	61,326	60,159	23,549	947	4,838	15,520	2,244
	Bhandara	380,014	393,663	57,002	59,049	12,461	33	953	10,943	532
	Chanda	337,540	340,004	50,631	51,001	11,488	...	1,397	9,419	672
Total		1,358,268	1,362,650	203,740	204,398	61,233	980	8,869	46,992	4,392
Percentage		...	...	...	...	15'00	1'24	4'35	23'06	2'14
Chhattisgarh.	Raipur	645,186	679,670	96,778	101,951	30,343	99	1,706	23,927	4,611
	Bilaspur	558,477	587,746	83,771	88,162	25,982	...	2,326	20,387	3,229
	Drug	373,159	402,529	55,974	60,379	16,238	...	395	12,779	3,064
Total		1,576,822	1,669,945	236,523	250,492	72,523	99	4,427	57,093	10,904
Percentage		...	...	...	...	14'89	1'02	1'99	24'13	4'35

* N. B.—Female scholars in the Normal and Industrial Schools have been included in column 7 and omitted in column 10.

Return showing the General and Statistical Summary for the preparation of Maps.—(Concl'd.)

Territory.	Population.		Children of school going age.		1913-14.				
	Males.	Females.	Males.	Females.	Total number of children under instruction.	Total number of children in Colleges and Special Schools.	Total number of boys in Secondary Schools.	Number of boys in Primary Schools.	Total number of girls under instruction.
1	2	3	4	5	6	7	8	9	10
<i>British Territory —(Concl'd)</i>									
Berar. { Akola	400,893	387,970	60,134	58,196	23,807	52	6,643	15,422	1,690
{ Amraoti	447,216	429,688	67,082	64,303	31,816	179	6,912	22,776	1,949
{ Buldana	337,179	337,003	50,577	49,800	21,932	...	4,415	16,065	1,452
{ Yeotmal	565,326	557,887	54,799	53,683	13,341	...	2,348	10,161	832
Total	1,550,614	1,506,548	232,592	225,982	90,896	231	20,318	64,424	5,923
Percentage	...	...	...	...	19.82	05	8.73	27.69	2.62
<i>Feudatory States.</i>									
Nerbudda Valley. { Hoshingabad	7,530	7,491	1,130	1,124	276	...	...	276	...
Total	7,530	7,491	1,130	1,124	...	...	...	...	...
Percentage	...	...	...	...	12.25	...	...	24.45	...
Feudatory States	828,085	840,586	124,213	126,088	26,399	...	1,238	22,164	2,997
Percentage	...	...	...	...	10.54	...	.99	17.84	2.37
GRAND TOTAL	7,766,007	7,833,993	1,164,901	1,175,099	365,128	1,988	52,281	274,892	35,964
PERCENTAGE	...	...	...	...	15.60	.68	4.48	23.59	3.06

GENERAL TABLE IX FOR 1913-14.

Number and qualifications of Teachers.

	In Primary Schools					In Middle Schools					In High Schools					In Colleges					Total.			
	Government	Municipal	Aided	Unaided	Native States	Government	Municipal	Aided	Unaided	Native States	Government	Municipal	Aided	Unaided	Native States	Government	Municipal	Aided	Unaided	Native States				
1	3	1	5	6	7	8	0	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Teachers of Vernacular	190	1,008	255	88	20	42	19	441	49	19	..	8	..	..	..	..	..	..	..	..	..	..	..	2,739
Untrained	26	4,438	561	698	395	495	16	566	56	151	4	20	..	..	..	..	..	..	..	..	..	..	..	7,660
Total	450	6,046	816	786	415	537	35	1,007	105	170	4	28	..	..	..	..	..	..	..	..	..	..	..	10,399
Anglo-Vernacular teachers and teachers of classical languages.	..	..	..	..	..	..	106	6	37	15	..	..	..	..	7	3	..	3	..	..	..	..	..	214
Trained	..	..	..	..	..	..	204	70	132	127	21	44	..	..	55	4	12	19	..	..	..	..	..	829
Untrained	..	..	..	..	..	..	310	76	169	142	2	44	..	..	92	7	12	22	..	..	..	..	..	1,043
Total	..	..	..	..	..	..	7	..	2	7	1	..	..	..	52	4	6	22	..	..	..	..	..	196
Possessing a degree	..	..	..	..	..	..	3	76	167	135	20	44	..	..	40	3	6	..	..	..	..	..	..	847
Possessing no degree	..	..	..	..	..	..	310	76	169	142	21	41	..	..	92	7	12	22	..	..	..	..	..	1,043
Total	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	36
Trained	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	82
Untrained	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	118
Total	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	13
Possessing a degree	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	105
Possessing no degree	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	118
Total	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	11,560
GRAND TOTAL	450	6,046	816	852	415	537	345	1,083	274	350	25	72	..	12	106	7	12	22	..	..	..	..	..	11,560

EDUCATION—SUBSIDIARY TABLE NO. II—(FOR EUROPEANS ONLY.)
Abstract Return of Expenditure on Institutions in the Central Provinces for the official year 1913-14.

	Total Direct Expenditure.						Total Indirect Expenditure.					Total Expenditure.	Remark
	Collegiate Education.	School Education, General.		School Education, Special.		Total.	Scholarships.	Buildings.	Furniture.	Miscellaneous.	Total.		
		Secondary Schools.	Primary Schools.	Industrial Schools.									
1	2	3	4	5	6	7	8	9	10	11	12	13	
Institutions ... { For Males For Females	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
	...	39,213	30,304	2,780	72,497	5,985	1,259	1,251	42,892	51,387	1,23,884		
	...	24,669	34,424	...	57,093	2,824	21,797	1,578	39,937	66,136	1,23,229		
Total	...	63,882	62,928	2,780	1,29,590	8,809	23,056	2,829	82,829	1,17,523	2,47,113		
(a) Percentages of Provincial expenditure included in columns 2 to 11 to total Provincial expenditure on European Institutions.	...	32.27	24.56	1.25	58.8	7.58	11.87	1.55	20.52	41.92	100.00		
(b) Percentages of Municipal expenditure included in columns 2 to 11 to total Municipal expenditure.	...	...	85.29	...	85.29	...	...	...	14.71	14.71	100.00	
(c) Percentages of total expenditure included in columns 2 to 11 to total expenditure.	...	25.86	25.47	1.13	52.46	3.57	9.34	1.15	33.48	47.54	100.00		
Average annual cost of educating each pupil—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.			
Aided Institutions, { Cost of Provincial Revenues	...	88 10 2	23 9 4	21 3 8	41 5 2	...	...	...	...	...
Cost of Municipal Funds	...	...	1 8 3	...	1 8 3	...	...	...	...	...
Total	...	158 14 7	54 12 3	42 12 3	83 8 10	...	...	...	...	...
Unaided Institutions	...	...	...	...	...	...	...	...	...	...
Total	...	158 14 7	54 12 3	42 12 3	83 8 10	...	...	...	...	...

EDUCATION—SUBSIDIARY TABLE III—(FOR EUROPEANS ONLY.)

Return of European Schools and Scholars in the Central Provinces for the year 1913-14.

School Education—General.	Public Institutions														Girls in boys' schools.	Boys in girls' schools.	Remarks.
	Under private management.																
	Aided by Government, District Fund or Municipal Board																
	Unaided.																
	Number of institutions.	Number of scholars on rolls on the 31st March.	Average number on rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on rolls on the 31st March.	Average number on rolls monthly during the year.	Average daily attendance.	Grand total of public institutions.	Grand total of scholars on 31st March.	Number of scholars on 31st March learning—						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
COLLEGES.																	
SECONDARY SCHOOLS																	
For Boys {	4	48	49	46	...	...	...	...	4	48	48	47	47	6	...	
High Schools	4	197	189	167	...	...	...	...	4	197	197	184	127	11	...	
Middle "	4	22	22	21	...	...	...	...	4	22	22	22	...	...	...
For Girls {	6	137	142	125	...	...	...	...	6	137	137	89	...	...	...
High Schools	18	404	402	359	...	...	...	...	18	404	404	341	174	17	...	
Middle "	7	440	406	365	...	...	...	...	7	440	440	171	86	66	...	
For Boys	9	766	743	626	...	...	...	...	9	766	766	269	...	...	224	
For Girls	16	1,206	1,149	991	...	...	...	...	16	1,206	1,206	440	86	66	224	
Totals	1	468	465	460	...	...	...	...	1	68	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL.																	
Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Boys	35	1,610	1,551	1,350	...	...	...	...	35	1,610	1,610	781	260	83	224	
Girls	Total of schools or public institutions ...																

* These figures being included in the Middle School for boys are omitted in the total.

EDUCATION—GENERAL TABLE III-A.—(FOR EUROPEAN SCHOOLS.)

Number of Scholars on the 31st March classified according to Sex, Race, or Creed for the official year 1913-14.

Class of Institutions.			Euro- peans and Ira- nians.	Native Chris- tians.	Hindus.		Maho- medans.	Budhists.	Parsis.	Gonds and other abori- gines.	Others.
					Dial- mins.	Non- Dial- mins.					
COLLEGIATE EDUCATION.											
ARTS COLLEGE.											
English	...	Male	...	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...	...
Oriental	...	Male	...	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...	...
COLLEGE FOR PROFESSIONAL TRAINING.											
Law	...	Male	...	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...	...
Medicine	...	Male	...	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...	...
Engineering	...	Male	...	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...	...
Teaching	...	Male	...	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...	...
Agriculture	...	Male	...	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...	...
Total			...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION—GENERAL.											
SECONDARY SCHOOLS.											
For Boys.											
High Schools	...	Male	42	...	...	...	...	...	...	...	...
		Female	6	...	...	...	...	...	...	...	...
Middle Schools—									8	...	...
English	...	Male	177	1	...	...	...	...	...	...	...
		Female	10	1	...	...	...	...	...	...	...
Vernacular	...	Male	...	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...	...
For Girls.											
High Schools	...	Male	...	...	...	...	...	...	...	...	...
		Female	22	...	...	...	...	...	...	...	...
Middle Schools—									...	...	...
English	...	Male	...	...	...	...	...	...	...	5	...
		Female	131	1	...	...	...	...	...	...	...
Vernacular	...	Male	...	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...	...
Total			368	3	...	...	...	...	13	...	...

EDUCATION—GENERAL TABLE III-A.—(FOR EUROPEAN SCHOOLS.)

Number of Scholars on the 31st March classified according to Sex, Race, or Creed for the official year 1913-14.—(Contd.)

Class of Institutions.				Euro- peans and Euro- peans.	Native Chris- tians.	Hindus.		Moho- medans.	Fetichists.	Parsees.	Gonds and other abori- gines.	Others.	
						Brah- mins.	Non- Brah- mins.						
SCHOOL EDUCATION—GENERAL.— (Contd.)													
PRIMARY SCHOOLS.													
For Boys	...	Male	...	330	3	11	2	...	...	28	...	...
		Female	...	62	...	..	...	...	...	4	..	...
For Girls	...	Male	...	205	6	4	1	..	...	8	...	...
		Female	...	502	6	5	...	...	...	29	...	...
Total				...	1 099	15	20	3	69
SCHOOL EDUCATION—SPECIAL.													
SCHOOLS FOR SPECIAL INSTRUCTION.													
Training Schools	..	Male	..	...	..	..	...	...	...	...	...	..
		Female	..	...	...	...	...	...	...	...	...	...
Schools of Art	..	Male	...	...	...	..	...	...	...	..	...	...
		Female	...	...	...	...	...	...	...	...	...	...
Law Schools	...	Male	...	...	...	..	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...	...	...
Medical Schools	.	Male	...	...	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	{	Male	...	...	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...	...	...
Industrial Schools	...	Male	...	68	...	..	...	...	...	...	...	...
		Female	..	...	...	..	...	...	...	...	...	...
Other Schools	...	Male	...	..	...	...	...	..	...	...	...	...
		Female	...	...	...	...	...	...	...	...	...	...
Total				...	...	...	...	...	...	...	...	...
Total of Colleges and Schools of Public In- struction.				...	1,487	20	3	82
PRIVATE INSTITUTIONS.													
1. Advanced Teaching—													
(a) Arabic or Persian	...	Male	...	...	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...	...	...
(b) Sanskrit	...	Male	...	...	...	...	...	...	...	...	...	...
		Female	..	...	...	...	...	...	...	...	...	...
(c) Any other Oriental classics.	{	Male	...	...	..	...	...	...	...	...	...	...
		Female	...	...	..	...	...	...	...	...	...	...

* Figures against the Industrial School are omitted in the totals as they are included in Middle Schools.

EDUCATION—GENERAL TABLE III-A.—(FOR EUROPEAN SCHOOLS.)

Number of Scholars on the 31st March classified according to Sex, Race, or Creed for the official year 1913-14.—(Concl'd.)

Class of Institutions.	Europeans and Eurasians.	Native Christians.	Hindus.		Muslims.	Buddhists.	Pagans.	Gonds and other aborigines.	Others.
			Brahmins.	Non-Brahmins.					
SCHOOL EDUCATION—SPECIAL— (Concl'd)									
PRIVATE INSTITUTIONS—(Concl'd)									
2. Elementary Teaching—A Vernacular only or Mainly—									
For Boys	{ Male	...	...	...	...	...	...	...	...
	{ Female	...	...	...	...	...	...	...	...
For Girls	{ Male	...	...	...	...	...	...	...	...
	{ Female	...	...	...	...	...	...	...	...
3 Elementary Teaching—the Koran only—									
For Boys	{ Male	...	...	...	...	...	...	...	...
	{ Female	...	...	...	...	...	...	...	...
For Girls	{ Male	...	...	...	...	...	...	...	...
	{ Female	...	...	...	...	...	...	...	...
Other Schools not conforming to Departmental Standards—									
For Boys	{ Male	...	...	...	...	...	...	...	...
	{ Female	...	...	...	...	...	...	...	...
For Girls	{ Male	...	...	...	...	...	...	...	...
	{ Female	...	...	...	...	...	...	...	...
Total of Private Institutions									
GRAND TOTAL									
	1 487	18	20	3	..	..	82	...	..

EDUCATION—SUBSIDIARY TABLE IV.—(FOR EUROPEAN PROVINCES ONLY.)
Return of Expenditure on European Institutions in the Central Provinces for the official year 1913-14.

Object of expenditure.	Public Institutions.										Total of expenditure from—						Grand Total.					
	Under private management.																					
	Aided by the Government.					Unaided.																
	Provincial Revenues.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Municipal Funds.	Fees.	All other sources.								
1	2 a	3 b	3 c	3 d	3 e	3	3 a	3 b	3 e	3	4 a	4 b	4 c	4 d	4							
COLLEGES.																						
SECONDARY SCHOOLS, ENGLISH																						
For Boys { High Schools	8,746	...	2,730	227	3,139	14,842	...	...	...	...	8,746	...	2,730	3,366	14,842			
For Boys { Middle " "	12,816	...	7,663	299	3,593	24,371	...	...	...	...	12,816	...	7,663	3,892	24,371			
For Girls { High Schools	4,224	...	1,061	221	1,944	7,450	...	...	...	...	4,224	...	1,061	2,165	7,450			
For Girls { Middle " "	9,846	...	4,576	212	2,785	17,219	...	...	...	...	9,846	...	4,576	2,797	17,219			
Total	35,632	...	16,030	959	11,461	63,882	...	...	...	...	35,632	...	16,030	12,220	63,882			
PRIMARY SCHOOLS.																						
For Boys	11,577	1,140	10,065	383	7,342	30,504	...	...	...	...	11,577	1,140	10,065	7,722	30,504			
For Girls	15,524	600	11,271	255	4,674	32,424	...	...	...	...	15,524	600	11,271	5,029	32,424			
Total	27,101	1,740	21,336	735	12,016	62,928	...	...	...	...	27,101	1,740	21,336	12,751	62,928			
Industrial Schools	1,380	...	...	...	1,470	2,780	...	...	...	...	1,380	...	...	1,400	2,780
Scholarships { Arts	1,356	...	...	...	...	1,356	...	...	...	...	1,356	...	...	...	1,356
held in— { Professional..	2,757	...	...	...	...	2,757	...	...	...	...	2,757	...	...	...	2,757
Secondary Schools	1,598	...	...	...	...	1,698	...	...	...	...	1,698	...	...	...	1,698
Primary	2,098	...	...	...	...	2,098	...	...	...	...	2,098	...	...	...	2,098
Buildings	13,102	...	1,497	887	7,570	23,056	...	...	...	...	13,102	...	1,497	8,457	23,056			
Furniture	1,713	...	...	202	914	2,829	...	...	...	...	1,713	...	...	1,116	2,829
Miscellaneous	22,658	300	46,376	150	13,345	82,829	...	...	...	...	22,658	300	46,376	13,495	82,829			
Total	46,282	300	47,873	1,239	21,919	1,17,523	...	...	...	...	46,282	300	47,873	23,068	1,17,523			
Total expenditure on European Institutions.	1,10,395	2,040	85,239	2,933	46,506	2,47,113	...	...	...	...	1,10,395	2,040	85,239	49,439	2,47,113			

EDUCATION.—SUBSIDIARY TABLE V.—(FOR EUROPEANS ONLY.)
Return of the stages of Instruction of pupils in Public Schools for General Education in the European Schools of the Central Provinces for the official year 1913-14.

Class of school.	Number of schools.	Number of pupils on the rolls on 31st March.	High stage.			Middle stage.			Upper Primary stage.			Lower Primary stage.						Total	Remarks.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
			Comprising all pupils who have passed beyond the Lower secondary (Middle) stage, but have not passed the Matriculation examination.			Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary Middle stage.			Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
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NOTE.—The number of girls shown in this table should correspond with the number returned under Primary and Secondary Schools in Form No. III. Mixed schools should be entered as Boys' schools or Girls' schools, according as the number of boys or of girls is greater.

Government of India Table X.—Classification of pupils by age for the year 1913-14.

Ages.	Primary.					Middle stage.			High stage.		Total.
	Infants or preparatory classes.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	
Below 5	44	...	...	...	...	...	...	...	...	...	44
5 to 6	122	...	...	...	...	...	...	...	...	...	122
6 to 7	110	14	1	...	...	...	...	...	...	...	125
7 to 8	91	50	9	2	...	...	...	...	...	...	152
8 to 9	35	47	57	9	2	...	...	...	...	...	150
9 to 10	29	44	50	35	13	...	...	...	...	...	171
10 to 11	13	22	41	53	23	6	3	...	...	...	161
11 to 12	6	14	13	37	25	35	5	...	...	...	135
12 to 13	3	10	16	24	31	22	14	6	...	...	126
13 to 14	...	4	11	17	29	36	25	17	...	...	139
14 to 15	...	...	5	5	19	24	24	24	10	1	112
15 to 16	...	...	1	6	11	9	18	22	10	3	80
16 to 17	...	...	...	...	3	4	8	23	15	2	55
17 to 18	...	...	...	...	...	...	2	6	12	6	26
18 to 19	...	...	...	...	...	...	1	...	6	2	9
19 to 20	...	...	...	...	...	...	...	...	2	1	3
Over 20
Totals ...	453	205	204	188	156	136	100	98	55	15	1,610
Totals ...	1,206					334			70		1,610

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